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ABSTRACT

The California Achievement Test (CAT) has been administered in Orleans Parish (Louisiana) annually each spring to gauge performance of New Orleans Public Schools students since 1989. In 1992, the CAT was given to students in kindergarten and grades 3, 5, and 8. With few exceptions, median percentiles for New Orleans students were below the 40th percentile, although dividing students into low-risk and high-risk groups gives a clearer picture of what the schools accomplish. Test results must be related to major student factors such as retention, Chapter 1 participation, absenteeism, suspensions, expulsions, free lunch status, welfare, etc., to gain a more meaningful understanding of true achievement. Retention does not seem to have any beneficial effect on students retained at the first grade level. The long-term benefits of Chapter 1 and prekindergarten experiences are questionable and merit further study. Absenteeism is a serious problem in the New Orleans schools, and it, along with instructional variables, must be examined for its relationship to test results. The tendency to associate low socioeconomic status automatically with poor scores must be reexamined to avoid stereotyping these students. The school district must begin to develop a student database management system to improve further research. Sixteen tables present test results, and nine figures make comparisons possible. Six appendixes provide additional details about test results. (SLD)

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NORM-REFERENCED TEST RESULTS OF THE NEW ORLEANS PUBLIC SCHOOLS:

A COMPREHENSIVE REPORT ON THEIR RELATIONSHIP TO MAJOR STUDENT CHARACTERISTICS

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DEPARTMENT OF EDUCATIONAL ACCOUNTABILITY
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JANUARY, 1993

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NORM-REFERENCED TEST RESULTS OF THE NEW ORLEANS PUBLIC SCHOOLS:

A COMPREHENSIVE REPORT ON THEIR RELATIONSHIP TO MAJOR STUDENT CHARACTERISTICS

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January, 1993

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Mr. James Anderson
Ms. M. Holly Flood
Mrs. Crystal McCullum
Ms. Audrey Munster

For All Their Long, Tireless, Extra Efforts During This Past Testing Year
Without Which The Testing Process And This Report Would Not Have Been Achieved

TABLE OF CONTENTS

	PAGE
Executive Summary	1
A. Major Policy and Programmatic Implications of Report	1
B. Major Results of Report	3
Introduction	6
Traditional Analysis of Test Results	8
Disaggregation of 1992 CAT Results	10
A. Retention and Chapter I Participation - Risk Determinants	10
B. Student Absenteeism	19
C. Free Lunch	21
Longitudinal Analysis of Achievement on CAT and CTBS	24
A. Long-Term Impact of Retention	26
B. Long-Term Impact of Chapter I Participation	30
Long-Term Impact of Pre-Kindergarten Experiences	33
Conclusions and Recommendations	36
References	
Appendices	
Appendix A 1989, 1990, 1991 and 1992 CAT Median National Percentiles in Total Reading by School and Grade	
Appendix B 1989, 1990, 1991 and 1992 CAT Median National Percentiles in Total Mathematics by School and Grade	
Appendix C Percentage Distribution of High and Low Risk Students by School	
Appendix D Achievement Profile of Schools by Risk Categories: Total Reading	
Appendix E Achievement Profile of Schools by Risk Categories: Total Mathematics	
Appendix F Percent of Students Mastering CAT Objectives in Reading Content Areas	

TABLES

TABLE NO.	TITLE	PAGE
1	1992 Median National Percentiles for the District on the California Achievement Test (Forms E & F)	8
2	Comparison of 1989, 1990, 1991 and 1992 Median National Percentiles for the District on the California Achievement Test (Forms E & F)	9
3	Comparison of Percent of Students Scoring At or Above the 50th Percentile and Below the 25th Percentile in Reading and Mathematics from 1989 - 1992	9
4	General Demographic Characteristics of Students in Risk Categories	12
5	Comparison of 1992 Median National Percentiles in Reading by Risk Categories	13
6	Comparison of 1992 Median National Percentiles in Mathematics by Risk Categories	13
7	Comparison of Average Number of Days Absent by Students Scoring Below or At or Above 50th Percentile in Reading	19
8	Comparison of Average Number of Days Absent by Grade and Risk Categories	20
9	Percent Distribution of Students by Number of Days Absent	21
10	Comparison of 1992 Median National Percentiles of Free Lunch Students in Reading by Risk Category	22
11	Comparison of 1992 Median National Percentiles of Free Lunch Students in Mathematics by Risk Category	23
12	1991-92 Status of Students Retained as First Graders	28
13	1991-92 Status of Students Served by Chapter I as First Graders	32
14	Profile of Former Pre-K Students by Grade Level	34
15	1992 Median National Percentiles in Reading of Former Pre-K Students by Risk Categories	35
16	1992 Median National Percentiles in Mathematics of Former Pre-K Students by Risk Categories	35

FIGURES

FIGURE NO.	TITLE	PAGE
1	Percent of First Grade Students Mastering CAT Objectives for Each Skill Measured by Reading Vocabulary	15
2	Percent of First Grade Students Mastering CAT Objectives for Each Skill Measured by Reading Comprehension	16
3	Percent of Fifth Grade Students Mastering CAT Objectives for Each Skill Measured by Reading Vocabulary	17
4	Percent of Fifth Grade Students Mastering CAT Objectives for Each Skill Measured by Reading Comprehension	18
5	Reading Achievement History of 1986 Low Risk Age Cohort	25
6	Mathematics Achievement History of 1986 Low Risk Age Cohort	26
7	Reading Achievement Profile of 1987 First Graders as a Function of Retention	27
8	Comparison of Reading Achievement Profile on CAT for 1988-89 Retained Students	30
9	Reading Achievement Profile for 1989-90 First Grade Cohort as a Function of Consecutive Number of Years in Chapter I	31

EXECUTIVE SUMMARY

The results presented in this report are more comprehensive than previous analyses of test data by this department in terms of scope, depth and implications for policy and program development. They highlight the need for the District to focus less on test score results and more on those precursor conditions which result in the majority of our students performing poorly on standardized tests. The results also provide major baseline data which must be utilized by the District and schools in developing strategic plans for improvement. These plans should incorporate reasonable and meaningful expectations, standards of performance, measurable outcomes of student performance, as well as procedures to periodically assess the effectiveness of strategies.

A. MAJOR POLICY AND PROGRAMMATIC IMPLICATIONS OF REPORT

1. Test results must be related to major student factors such as retention, Chapter I participation, absenteeism, suspensions, expulsions, free lunch status, AFDC status, etc., to gain a more meaningful understanding of the District's true achievement patterns.

2. Retention does not seem to have any beneficial effect on students retained at the first grade level. The District should assess current programs designed to assist retained youngsters for effectiveness and/or experiment with alternatives to the practice of retention at early grade levels. It has been demonstrated that students retained at early grade levels are prime contenders for dropping out of school. Furthermore, it costs at least twice as much to educate a retained than a non-retained student.

3. The long-term beneficial impact of Chapter I is questionable as measured by mandated standards of expected performance. In order to provide more meaningful feedback to District and program personnel, the District should provide appropriate resources to expand the scope of evaluation of this thirty million dollar, federally funded program beyond the currently mandated evaluation process. Process evaluation procedures which assess the extent and quality of program implementation should be established and supported. Presently, the State's minimum evaluation requirements are too limited for meaningful and timely decision making. In addition, other outcome measures should be used to assess program effectiveness, e.g., decrease in retention, decrease in absenteeism, etc.

4. Student absenteeism is a serious problem in terms of the adverse impact it has on achievement. Improvement will only occur through concerted efforts on the part of the parents, District, city government and the community-at-large to develop, implement and monitor strategies that are designed to reinforce attendance and improve achievement.

5. The tendency to associate low socioeconomic status automatically with poor achievement must be reexamined. The results presented here merit further investigation and seriously question any attempt to stereotype these students.

6. The long-term benefical impact of pre-K experiences is questionable. Systemwide programs and practices should be designed and implemented to reinforce the positive effects of pre-K experiences. Standards of performance and expectations should be established for former pre-K youngsters as they move through the system. Such indicators would significantly facilitate any evaluation efforts to ascertain the long-range impact of pre-K training. Evaluation efforts should be approached from both the quantitative and qualitative perspectives.

7. The District and school sites should begin to systematically assess the relationship between test results and instructional variables, e.g., teacher absenteeism, the degree to which students are exposed to the content of the curriculum, time on task, the quality of instructional delivery systems, etc.

8. The District should provide the resources, leadership and direction necessary to develop a student database management information system which will make it possible to relate or link data from other files, i.e., personnel, budget, local testing, state testing, academic grades, AFDC, free lunch, suspension and expulsion, dropouts, etc., in order to expand the capabilities of addressing questions related to all facets of the academic performance of students.

B. MAJOR RESULTS OF REPORT

Analysis of 1992 aggregated CAT results showed that, with the exceptions of Grades K and 1 in reading and Grades 1 and 6 in mathematics, the median percentiles were below the 40th percentile. These results were similar to what has been obtained since 1989. However, these aggregated results do not clearly depict the District's accomplishments or its challenges. In order to provide more in-depth information about the District's achievement patterns, test results were related to a number of important student variables: retention, Chapter I participation, student absenteeism, free lunch and of pre-K experiences.

In order to study the effects of retention and Chapter I participation on achievement and other student variables, students were divided into either Low Risk or High Risk groups in Grades K-6 for purposes of analysis. Low Risk students had never been retained and had never received Chapter I services. High Risk students had either been retained or had received Chapter I services for at least one school year. The results showed that at each grade level analyzed, the average level of performance of Low Risk students was at or above the national norm, i.e., 50th percentile, whereas that of the High Risk students was below the norm.

An analysis of student absenteeism showed that the average number of days absent by the Low Risk students at each grade level was less than that of the High Risk group. Excessive absenteeism was categorized as absenteeism greater than 18 days and existed in both groups. However, High Risk students exhibited excessive absenteeism almost twice as much as did the Low Risk students.

Data were analyzed from students who were identified as eligible to receive free lunch. In order to study the relationship between this SES variable and achievement, students were divided into Low and High Risk groups. Low Risk students performed consistently better than their High Risk counterparts in both reading and mathematics. Although the average performance of Low Risk students on free lunch was somewhat poorer in reading as compared to the average performance of all Low Risk students studied, it was still better than the general aggregated results for all students Districtwide. However, Low Risk students on free lunch scored above the national norm in mathematics at each grade level analyzed.

Longitudinal comparisons of High Risk and Low Risk students showed that the performance of High Risk students on achievement tests deteriorated over time while the performance of Low Risk students tended to be stable over time with the average performance exceeding the national norm each year. The percentage of students in the Low Risk group scoring at or above the 50th percentile decreased slightly over time in reading while increasing when these students were at the 6th grade level. In mathematics, the performance tended to fluctuate from year to year. However, the percent of students scoring at or above the 50th percentile always remained above 50% for each year analyzed, showing that Low Risk students maintained a level of performance above the national norm throughout their elementary school years.

Finally, a descriptive analysis of former pre-K students showed that the performance pattern of these students was similar to that of the District when CAT scores were related to risk categories and other measures. With the exceptions of Grades 2 and 4 in reading, the average grade level performance of former pre-K, Low Risk students was above the national norm in both reading and mathematics while the High Risk group's performance was considerably below the norm. The percentage of former pre-K students who fell into the High Risk group tended to increase the longer the students were in the system.

I. INTRODUCTION

The California Achievement Test (CAT, Forms E & F) has been administered in Orleans Parish each spring to gauge the academic performance of New Orleans Public Schools students since 1989. It replaced the Comprehensive Test of Basic Skills (CTBS, Form U) which had been previously used by the District since 1984. In 1992, Grades K-3, 5 and 8 were administered the CAT, Form E, as part of the local, norm-referenced, achievement testing program. Grades 4, 6 and 9 were administered CAT, Form F, as part of the norm-referenced segment of the Louisiana Educational Assessment Program (LEAP).

In general, test results are reported in percentiles for Total Reading and Total Mathematics. Total Reading is a composite of the Vocabulary and Comprehension subtest scores of CAT while Total Mathematics is the composite of the Computation, and Concepts and Applications subtest scores. These composite scores will subsequently be referred to as simply reading and mathematics scores.

In addition to the traditional presentation of aggregated test results, results are also analyzed with respect to a number of different student characteristics in order to provide more in-depth information about the District's achievement patterns. Consequently, test results are descriptively analyzed from the following perspectives:

a. analysis of results as a function of retention, Chapter I participation, student absenteeism, and free lunch status;

b. analysis of longitudinal achievement data with respect to the long-term impact of retention or participation in Chapter I; and

c. analysis of achievement data with respect to previous pre-kindergarten experiences.

This report attempts to quantify much of the anecdotal evidence and assumptions about achievement in this District. A descriptive analysis of this type enables the District to ascertain the magnitude of performance differences among groups of students and to better focus on the needs of those students through the development of program prevention and/or intervention strategies.

II. TRADITIONAL ANALYSIS OF TEST RESULTS

Table 1 presents the median national percentiles obtained from the 1992 administration of CAT in Grades K-9. The median percentile is defined as the middle score, i.e., fifty percent of the scores fall above this score and fifty percent fall below it. With the exceptions of Grades K and 1 in reading and Grades 1 and 6 in mathematics, the median percentiles of aggregated Districtwide scores were below the 40th percentile. Table 2 shows that, in general, these results are similar to those that have been obtained each year since 1989. Grade K is the only grade level that has maintained or increased progress in reading since 1989. However, the average performance still remains below the national norm, i.e., 50th percentile. In general, the median percentiles at other grade levels still remain below that of the national norm and have not shown any meaningful pattern of sustained increases or decreases since 1989.

TABLE 1

1992 MEDIAN NATIONAL PERCENTILES FOR THE DISTRICT ON THE CALIFORNIA ACHIEVEMENT TEST
(FORMS E & F)
(REGULAR STUDENTS)

GRADE	READING		MATHEMATICS	
	N	PERCENTILE	N	PERCENTILE
K	6058	47	-	-
1	7109	44	7074	44
2	6324	32	6390	37
3	6068	34	6062	39
4	5697	34	5679	36
5	5797	30	5774	39
6	5390	35	5384	40
8	4442	28	4418	32
9	4293	31	4229	35
TOTAL	51176		45010	

NOTE: - CAT does not have a Total Mathematics score for K

TABLE 2

COMPARISON OF 1989, 1990, 1991 AND 1992 MEDIAN NATIONAL PERCENTILES
FOR THE DISTRICT ON THE CALIFORNIA ACHIEVEMENT TEST
(FORMS E & F)
(REGULAR STUDENTS)

	READING				MATHEMATICS			
GRADE	1989	1990	1991	1992	1989	1990	1991	1992
K	39	44	44	47	-	-	-	-
1	48	49	46	44	49	48	47	44
2	32	33	32	32	40	40	42	37
3	36	34	34	34	46	37	39	39
4	34	36	35	34	36	39	39	36
5	30	27	31	30	39	37	42	39
6	32	34	32	35	40	39	38	40
8	31	34	30	28	37	35	36	32
9	32	32	34	31	36	35	35	35

Table 3 presents the percent of students who scored at or above the 50th and those who scored below the 25th percentiles. These measures have been used for the past four years to assess progress toward accomplishing the achievement targets developed jointly in 1986 by the previous administration and community groups for the District's original strategic plan. Examination of this table also shows that the District has continued to remain more or less stable on these measures since 1989. For an examination of the historical performance at each school, see Appendices A and B.

TABLE 3

COMPARISON OF PERCENT OF STUDENTS SCORING AT OR ABOVE THE 50TH PERCENTILE
AND BELOW THE 25TH PERCENTILE IN READING AND MATHEMATICS FROM 1989 - 1992
(REGULAR STUDENTS)

	READING				MATHEMATICS			
YEAR	1989	1990	1991	1992	1989	1990	1991	1992
Percent at or Above 50th	34.6	34.8	34.3	34.0	40.2	38.8	39.4	38.0
Percent Below 25th	36.4	35.9	36.3	36.9	34.6	34.8	34.3	34.4

III. DISAGGREGATION OF 1992 CAT RESULTS

A. Retention and Chapter I Participation - Risk Determinants

In 1991, the Department of Educational Accountability presented an analysis of testing data that showed the extent to which information about Districtwide achievement was enhanced when results were disaggregated.[1] In order to expand the scope and depth of the previous analysis, a special data file was created that contained 1989-92 CAT data and an additional three years of test data from the archival CTBS files encompassing 1986 to 1988. In addition, this data file also contained information on retention, Chapter I participation, student absenteeism and free lunch status which was extracted from the student database.

This data file enabled the department to relate current and historical test data to different student characteristics from different age cohorts from 1986 to 1992. The term "age cohort" is used to refer to a group of students who entered kindergarten in the same year. For example, the 1986 age cohort included all students who entered kindergarten in 1985 and were still enrolled in the system during the spring of 1992. Students in Grades K through 6th were included in a cohort if the following criteria were met:

1. coded as a kindergarten student on the student database in the spring of 1986, 1987, 1988, 1989, 1990, 1991 or 1992; and

2. had a grade level indicator each year on the data file from the year that they were coded as a kindergarten student to the 1991-92 school year.

Approximately 32,000 or 76% of the 42,362 students tested in Grades K-6 met the cohort selection criteria.

---

[1] "Summary Report of the California Achievement Test Results: 1989-91", 1991, Department of Educational Accountability, New Orleans Public Schools - Internal Report

Retention and Chapter I participation are highly interrelated. In order to study the effects of retention and/or Chapter I participation on achievement, the age cohorts were further subdivided into risk groups based upon the following operational definitions:

1. **High Risk:** Those students in each age cohort who had either been retained or had received Chapter I services for at least one full school year as indicated by the codes on the data file.[2,3]

2. **Low Risk:** Those students in each age cohort who had not been retained and had not received Chapter 1 services as indicated by the codes on the data file.

Of the K-6 students included in the analysis, 48% were categorized as Low Risk and 52% were categorized as High Risk. Many of the students excluded from selection probably were in the system continuously since kindergarten. However, information on the data file indicated that their scores were not available every year from kindergarten through the 1992 testing period. Finally, it should be noted that the factors used to define these risk categories were not intended to preclude the use of other factors in defining risk but were intended to empirically determine the extent to which retention or Chapter I participation impact achievement in the District.

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[2] Chapter I refers to Chapter I of the 1981 Education Consolidation and Improvement Act. This funding source provided supplemental instruction and support services to children in our economically depressed areas in kindergarten through 5th in 1991-92. Funds are also available to support preschool programs in the District.

[3] Students were categorized as retained if their grade level was the same for two consecutive years. Codes which indicated Chapter I participation were obtained from schools.

Table 4 presents general demographic characteristics for students in the two risk groups. It will be noted that the percentage of black students increases from 82% in the Low Risk group to 96% in the High Risk group. This is to be contrasted with the other race/ethnic groups that have a higher percentage representation in the Low Risk group. Finally, the majority of the Low Risk students are female while the majority of the High Risk students are male.

TABLE 4

GENERAL DEMOGRAPHIC CHARACTERISTICS OF STUDENTS IN RISK CATEGORIES

RISK CATEGORY	N	SEX		RACE/ETHNICITY				
		M	F	BLACK	WHITE	ASIAN	HISPANIC	OTHER
Low Risk	15378	45%	55%	82%	13%	4%	1%	*
High Risk	16551	54%	46%	96%	2%	1%	*	*

* = Less than 1%

Tables 5 and 6 present the grade level, median national percentiles in reading and mathematics for the two risk groups respectively. These results clearly show that the average performance in reading for students in the Low Risk group equaled or exceeded the national norm at all grade levels. However, the average grade level performance for students in the High Risk group was considerably below that of the national norm and approximately 29 percentile points below that of the Low Risk group. In mathematics, similar patterns were observed at each grade level between these groups. The average performance of the Low Risk group exceeded the national norm at each grade level tested, while that of the High Risk group was below that of the national norm and approximately 33 percentile points below that of the Low Risk group. These results complement those that were reported by this department in 1991. Appendix C presents the percentage distribution of High and Low Risk students by school. Appendices D and E present profiles of school by risk category for reading and mathematics, respectively.

TABLE 5

COMPARISON OF 1992 MEDIAN NATIONAL PERCENTILES IN READING BY RISK CATEGORY

GRADE	ALL STUDENTS IN RISK CATEGORIES			
	LOW RISK		*HIGH RISK*	
	N	MEDIAN PERCENTILE*	N	MEDIAN PERCENTILE*
K	4391	51	1906	34
1	3029	60	3151	24
2	2193	53	2863	22
3	1648	56	2949	23
4	1550	50	2575	24
5	1263	51	2048	22
6	1212	58	815	27

*Percentiles based upon students with scores

TABLE 6

COMPARISON OF 1992 MEDIAN NATIONAL PERCENTILES IN MATHEMATICS BY RISK CATEGORY

GRADE	ALL STUDENTS IN RISK CATEGORIES			
	LOW RISK		*HIGH RISK*	
	N	MEDIAN PERCENTILE*	N	MEDIAN PERCENTILE*
1	3026	59	3128	27
2	2196	58	2903	21
3	1644	64	2945	26
4	1554	59	2566	26
5	1264	63	2042	30
6	1207	62	815	36

*Percentiles based upon students with scores

Although Tables 5 and 6 are informative in depicting the magnitude of the differences between these two groups, the data are restricted to a presentation of composite results that mask actual performance on the individual subtests in each content area of the CAT. The first and fifth grades were chosen to highlight the differences between Low Risk and High Risk students on the skills measured by these subtests. Consequently, this analysis compares the percent of students who mastered the objectives for each skill measured by the reading content areas of Vocabulary and Comprehension in comparison to the norm group and provides instructional leaders more detailed feedback as to the performance of students. The skills measured in these areas are as follows:

GRADE	READING CONTENT AREA	SKILLS
1st	Vocabulary	Categories/Words Definitions/Words Synonyms Words in Context
	Comprehension	Sentence Meaning Passage Details Stated Main Idea Character Analysis Interpreting Events
5th	Vocabulary	Synonyms Antonyms Homonyms Affixes Words in Context
	Comprehension	Passage Details Character Analysis Central Thought Interpreting Events Forms of Writing Writing Techniques

Figures 1 and 2 present the results from first grade students in the Low and High Risk groups as well as results from the national norming sample. Figures 3 and 4 present the same information for the 5th grade. The percent of Low Risk first grade students mastering objectives in each category of skills measured by Vocabulary and Comprehension exceeded that of the norming sample in all but one skill area. However, the percent of High Risk students mastering objectives in each set of skills was considerably and consistently lower than that of either the Low Risk or norm group. A similar pattern of performance was observed for 5th graders in Figures 3 and 4. For a complete listing of performance on these skills at each grade level, see Appendix F.

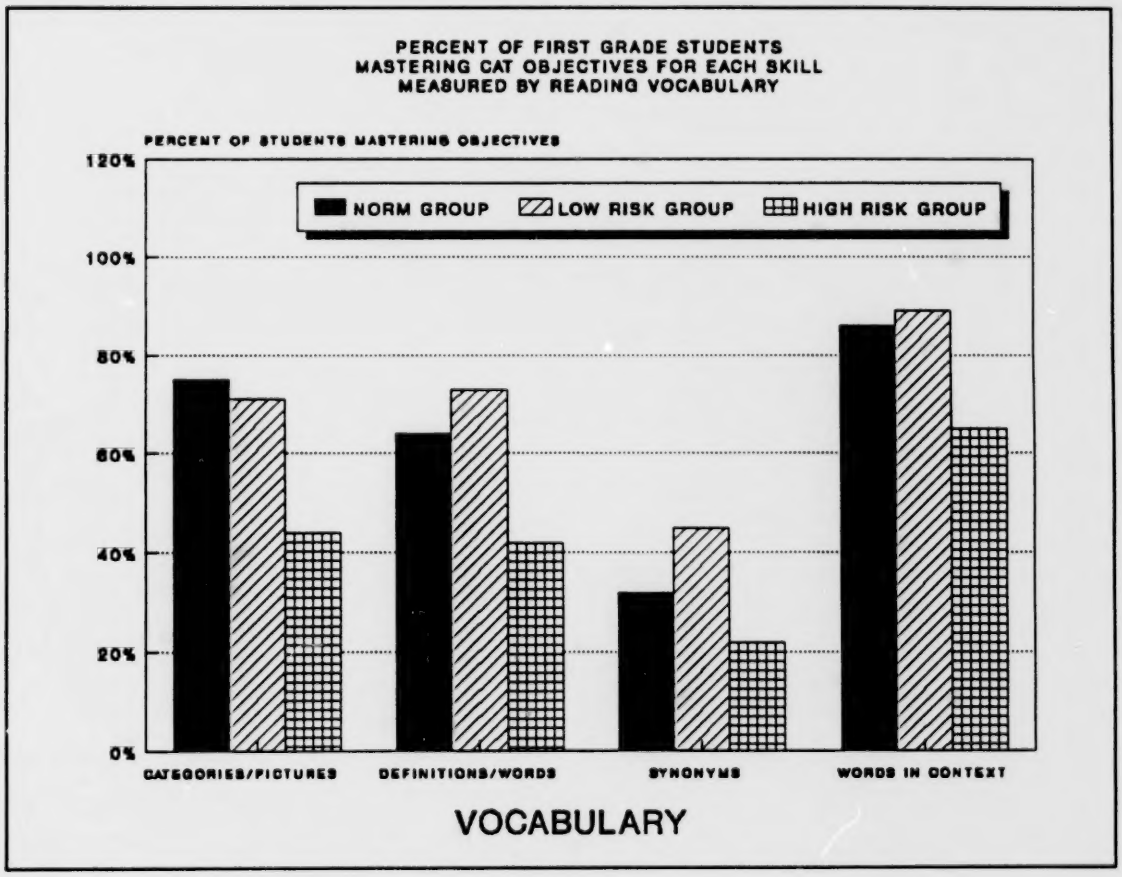

FIGURE 1

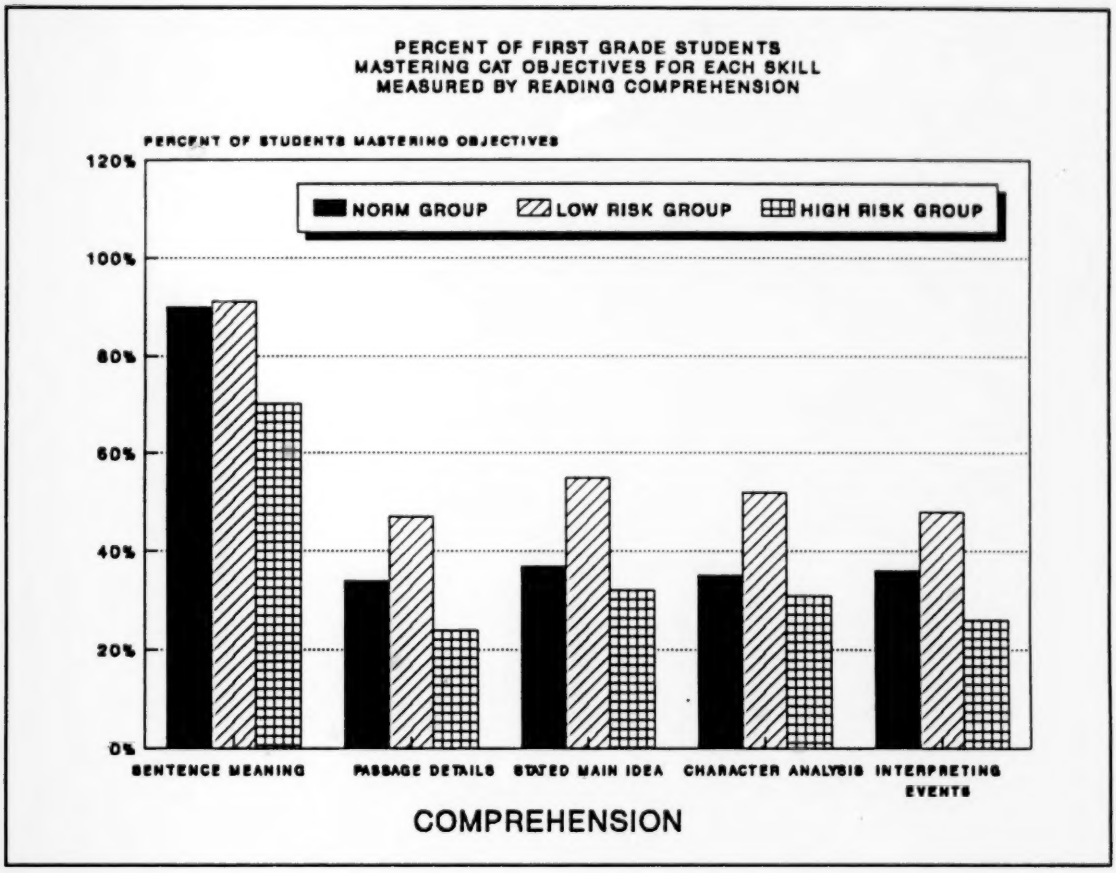
PERCENT OF FIRST GRADE STUDENTS
MASTERING CAT OBJECTIVES FOR EACH SKILL
MEASURED BY READING COMPREHENSION
PERCENT OF STUDENTS MASTERING OBJECTIVES
120%
100%
80%
60%
40%
20%
0%
NORM GROUP
LOW RISK GROUP
HIGH RISK GROUP
SENTENCE MEANING
PASSAGE DETAILS
STATED MAIN IDEA
CHARACTER ANALYSIS
INTERPRETING EVENTS
COMPREHENSION

FIGURE 2

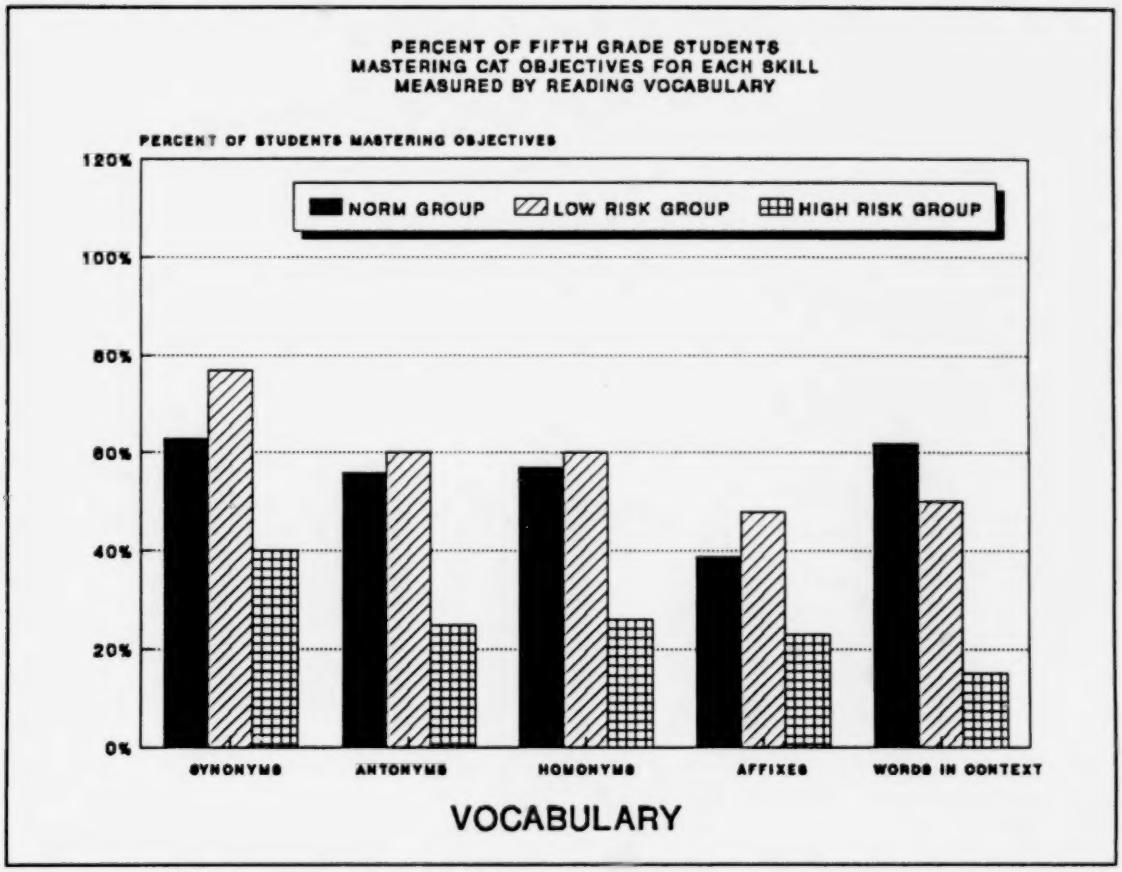
PERCENT OF FIFTH GRADE STUDENTS
MASTERING CAT OBJECTIVES FOR EACH SKILL
MEASURED BY READING VOCABULARY
PERCENT OF STUDENTS MASTERING OBJECTIVES
120%
100%
80%
60%
40%
20%
0%
NORM GROUP
LOW RISK GROUP
HIGH RISK GROUP
SYNONYMS
ANTONYMS
HOMONYMS
AFFIXES
WORDS IN CONTEXT
VOCABULARY

FIGURE 3

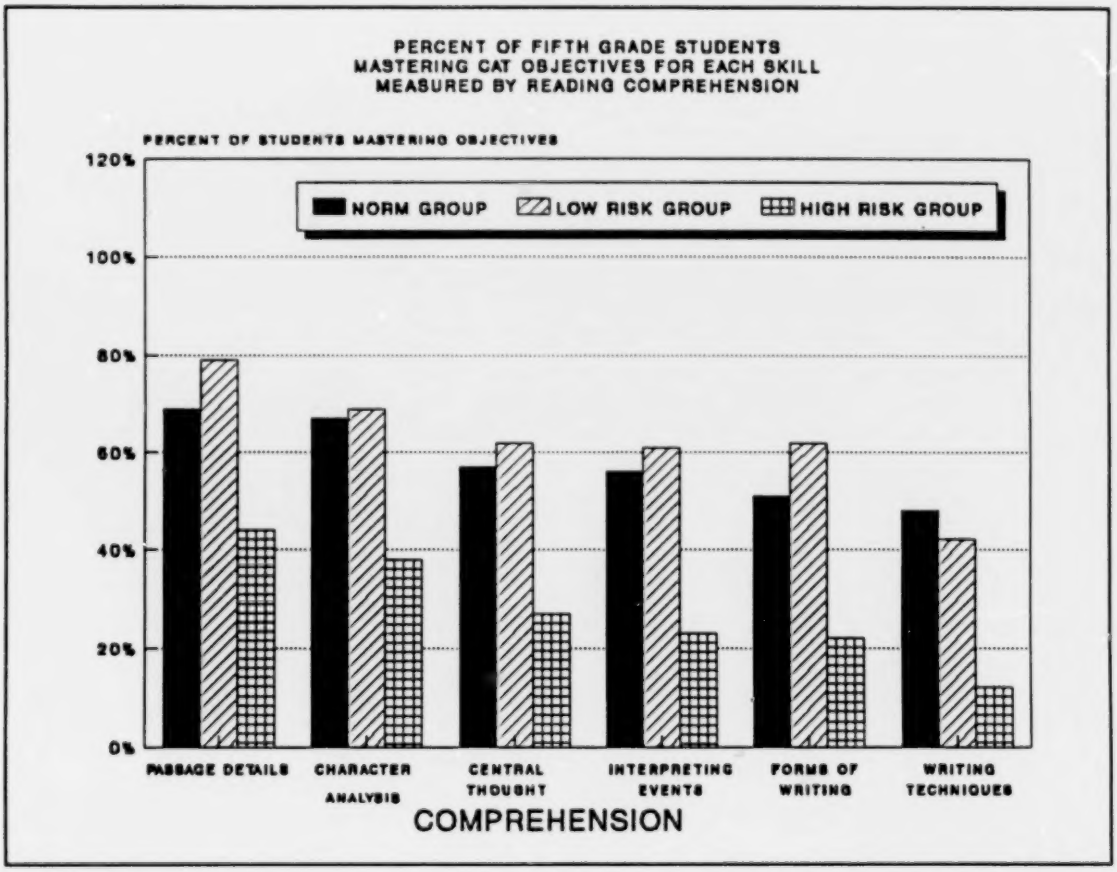
PERCENT OF FIFTH GRADE STUDENTS
MASTERING CAT OBJECTIVES FOR EACH SKILL
MEASURED BY READING COMPREHENSION
PERCENT OF STUDENTS MASTERING OBJECTIVES
120%
100%
80%
60%
40%
20%
0%
NORM GROUP
LOW RISK GROUP
HIGH RISK GROUP
PASSAGE DETAILS
CHARACTER ANALYSIS
CENTRAL THOUGHT
INTERPRETING EVENTS
FORMS OF WRITING
WRITING TECHNIQUES
COMPREHENSION

FIGURE 4

B. Student Absenteeism

Student absenteeism has traditionally been a concern because of its adverse impact on instruction and achievement. A descriptive analysis was conducted to examine the relationship between this variable and achievement. Table 7 presents the average or mean number of days absent during the school year by those students scoring below the 50th and at or above the 50th percentile.[4] On the average, students scoring at or above the 50th percentile were absent less frequently than those scoring below the 50th at every grade level. The average number of days absent by students scoring below the 50th percentile ranged from 11 to 14 days while the range for students scoring at or above the 50th was 7 to 11 days. It is again interesting to note that the highest mean number of days absent for both groups occurred at the kindergarten level.

TABLE 7

COMPARISON OF AVERAGE NUMBER OF DAYS ABSENT BY STUDENTS SCORING BELOW AND AT OR ABOVE 50TH PERCENTILE IN READING

GRADE	AVERAGE NUMBER OF DAYS ABSENT FOR STUDENTS SCORING BELOW 50TH PERCENTILE	AVERAGE NUMBER OF DAYS ABSENT FOR STUDENTS SCORING AT OR ABOVE 50TH PERCENTILE
K	**14** (N=2422)	**11** (N=2384)
1	**13** (N=2767)	**8** (N=2540)
2	**11** (N=2940)	**7** (N=1468)
3	**11** (N=2707)	**7** (N=1330)
4	**11** (N=2644)	**7** (N=1047)
5	**11** (N=2112)	**7** (N=844)
6	**11** (N=1050)	**7** (N=813)

[4] These results are based upon records from students who were enrolled at the tested school for 177 days during 1991-92. Consequently, this criterion excluded students from Moton and Lockett who were enrolled for 220 days because of the year-round school program.

The relationship between risk category and absenteeism was also examined. Table 8 presents a comparison of the average number of days absent by students in each risk group by grade level. Students in the Low Risk group were absent on the average less frequently than High Risk students. The average number of days absent ranged from 8 to 11 for the Low Risk students and 11 to 16 for the High Risk students. These results clearly demonstrate the extent and consistency that absenteeism is associated with poor achievement at each grade level.

TABLE 8

COMPARISON OF AVERAGE NUMBER OF DAYS ABSENT
BY GRADE AND RISK CATEGORY

GRADE	LOW RISK	HIGH RISK
K	**11** (N=3415)	**16** (N=1437)
1	**9** (N=2740)	**13** (N=2619)
2	**8** (N=2034)	**12** (N=2434)
3	**8** (N=1541)	**11** (N=2531)
4	**8** (N=1470)	**11** (N=2258)
5	**8** (N=1194)	**11** (N=1769)
6	**8** (N=1142)	**12** (N=721)

Table 9 shows the distribution of the total number of days absent by students in each risk category. A larger percentage of Low Risk students was absent for 5 days or less as compared to the High Risk students. Excessive absenteeism, i. e., 18 or more days, was present in both groups. However, the High Risk group exhibited excessive absenteeism almost twice as much as the Low Risk group. It should be noted that 18 days of absenteeism during a 177 day school year is equivalent to 90% attendance. A breakdown of average number of days absent for each school by each risk group is presented in Appendices D and E.

TABLE 9

PERCENT DISTRIBUTION OF STUDENTS BY NUMBER OF DAYS ABSENT

	N	0 - 5	6 - 11	12 - 17	18 +
Low Risk	13536	46%	25%	17%	12%
High Risk	13769	35%	25%	20%	21%

NOTE: District considers 18 or more days absent as excessive absenteeism

C. Free Lunch

It is popularly believed that low socioeconomic status (SES) is associated with poor achievement. This is especially significant for this District since the vast majority of the students are eligible to receive free lunch, a major SES variable.[5] However, this variable, like others analyzed in this report, has not been systematically studied with respect to its specific relationship to achievement test scores in the District. To gain a better understanding of this relationship, 1992 CAT results were analyzed from students for whom free lunch indicators were available on the department's data file. Approximately 28,000 or 94% of the approximately 38,000 elementary students receiving free lunch in 1991-92 were identified in all cohorts from Grades K-6. In order to study one aspect of this relationship systematically, students with free lunch codes were divided into Low Risk and High Risk groups.

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[5] Free lunch is used here to refer to those students eligible for free or reduced lunch.

Tables 10 and 11 present CAT reading and mathematics results for those free lunch students who met the defined risk criteria. With the exceptions of Grades K and 6, the vast majority of free lunch students were classified as High Risk. Consistent with previous analyses, the Low Risk group performed consistently better than High Risk group at every grade level analyzed. Although the average performance of the Low Risk students was somewhat poorer in reading than the average performance all of the Low Risk students studied in this report (See Table 5), it was still better than the average performance of aggregated results for all students Districtwide (See Table 1). Only Grades 1, 3 and 6 had median percentiles greater than the national norm. However, the performance in mathematics was quite different. The average performance of Low Risk students was above the national norm at every grade level tested and considerably higher than their counterparts in the High Risk group.

TABLE 10

COMPARISON OF 1992 MEDIAN NATIONAL PERCENTILES OF FREE LUNCH STUDENTS IN READING BY RISK CATEGORY

GRADE	FREE LUNCH STUDENTS			
	LOW RISK		*HIGH RISK*	
	N	MEDIAN PERCENTILE*	N	MEDIAN PERCENTILE*
K	3592	47	1789	34
1	2431	56	3022	24
2	1692	45	2766	22
3	1239	52	2834	23
4	1181	47	2481	24
5	957	45	1943	22
6	936	52	770	27

*Percentiles based upon students with scores and free and reduced lunch codes

TABLE 11

COMPARISON OF 1992 MEDIAN NATIONAL PERCENTILES OF FREE LUNCH STUDENTS IN MATHEMATICS BY RISK CATEGORY

GRADE	FREE LUNCH STUDENTS			
	LOW RISK		*HIGH RISK*	
	N	MEDIAN PERCENTILE*	N	MEDIAN PERCENTILE*
1	2430	56	3002	27
2	1676	51	2807	26
3	1242	59	2828	25
4	1184	53	2472	26
5	958	58	1937	29
6	934	58	771	36

*Percentiles based upon students with scores and free and reduced lunch codes

IV. LONGITUDINAL ANALYSIS OF ACHIEVEMENT ON CAT AND CTBS

The results presented thus far depict the extent to which retention and/or Chapter I participation had an impact on achievement in 1992. However, these results give only a "snapshot" of the 1992 performance on CAT and do not show the historical relationship of these factors to achievement. A longitudinal assessment was conducted to ascertain the long-term impact of retention and Chapter I participation on norm-referenced, test results, i.e., CTBS and CAT. It is important to emphasize that direct comparisons of performance on these two tests are not valid since they are different tests with different national norms. The results from the two tests are presented to compare only the relative performance of students on each standardized test.

One of the first objectives of this analysis was to assess the historical achievement profile of Low Risk students, i.e., those students who had never been retained and had never participated in Chapter I. Figures 5 and 6 present the historical reading and mathematics achievement profiles respectively for 1986 age cohort students who met these criteria. Basically, the majority of these students have performed above the level of the national norm on both norm-referenced tests in reading and mathematics since kindergarten to the present. They have maintained a level of performance that has been consistently above the 50th percentile although annual fluctuations have occurred.

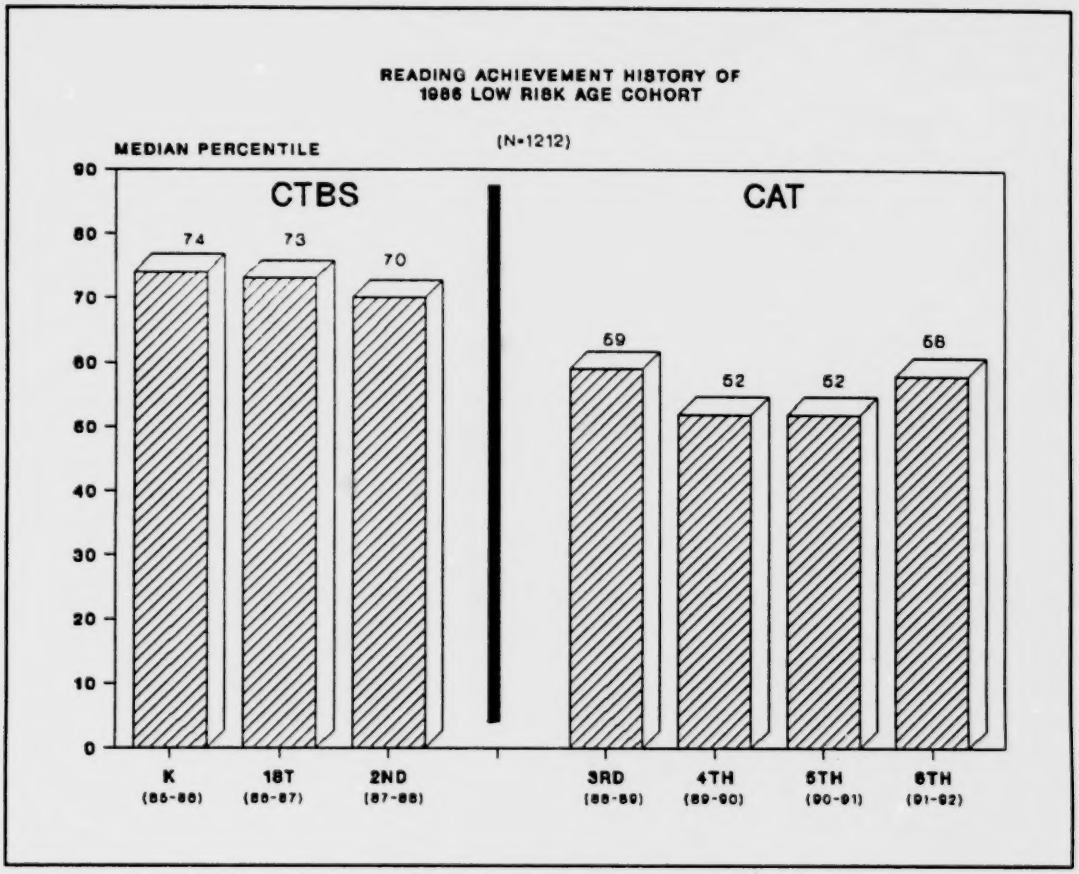
READING ACHIEVEMENT HISTORY OF
1986 LOW RISK AGE COHORT
(N=1212)
MEDIAN PERCENTILE
CTBS
CAT
90
80
70
60
50
40
30
20
10
0
74
73
70
59
52
52
58
K
(85-86)
1ST
(86-87)
2ND
(87-88)
3RD
(88-89)
4TH
(89-90)
5TH
(90-91)
6TH
(91-92)

FIGURE 5

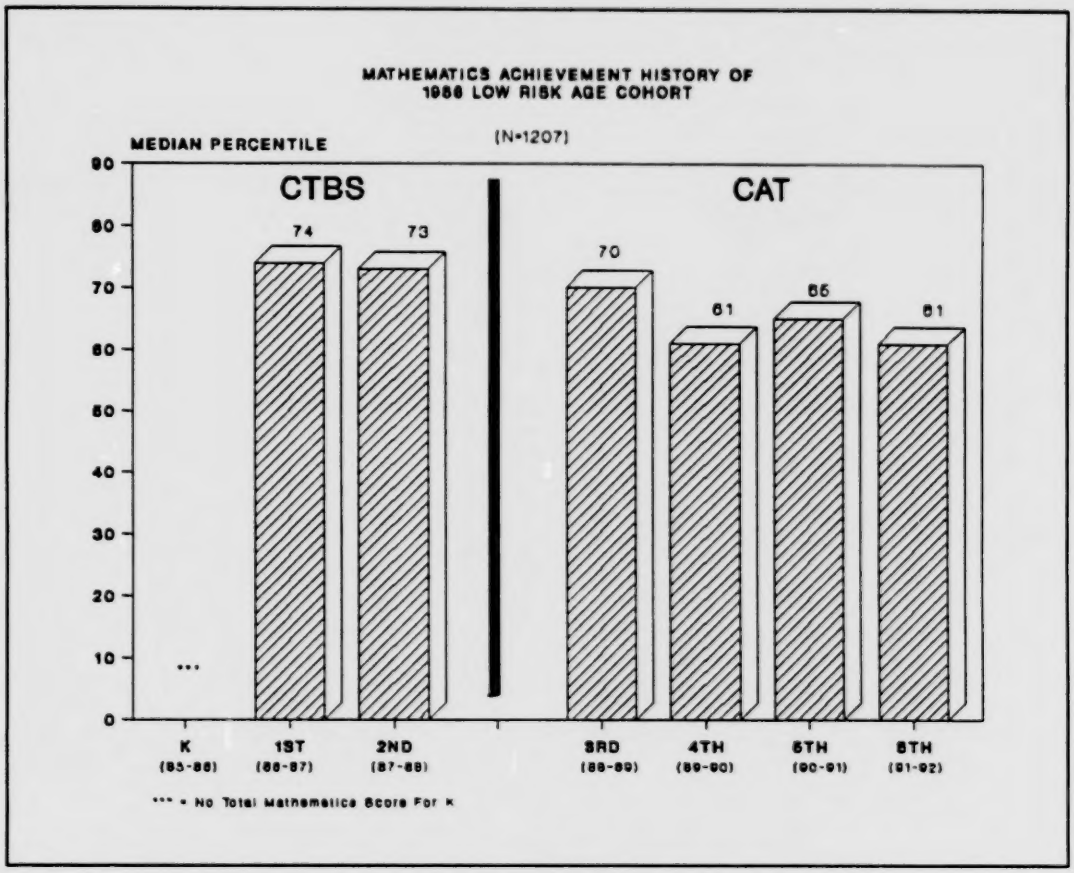

FIGURE 6

A. Long-Term Impact of Retention

First grade has historically had one of the highest rates of retention in this District. This practice is generally reinforced by the belief that if students are to be retained, it is better to retain them at early grade levels rather than at higher grade levels (Tomchin, E. M. and Impara, T. C., 1992). Retention is generally viewed as "beneficial" and results in students "catching up" at some point later in time (Mantzicopoulas, P. et. al., 1989; Smith, M. L. and Shepard, L.A. 1988). However, the effects of this practice have not been systematically studied in this District with respect to its subsequent impact on achievement.

Figure 7 presents a comparison between achievement of High Risk students who were only retained in first grade and those who had been retained in first as well as at other grade levels. With the exception of 1988, when an apparent "improvement" was observed on the CTBS for both groups, performance of students who had been retained once continued to deteriorate annually on CAT from 1989 to 1992, i.e., the percentage of students scoring at or above the 25th percentile continued to decrease. By 1992, these students were performing as poorly as those students who had been retained more than once.

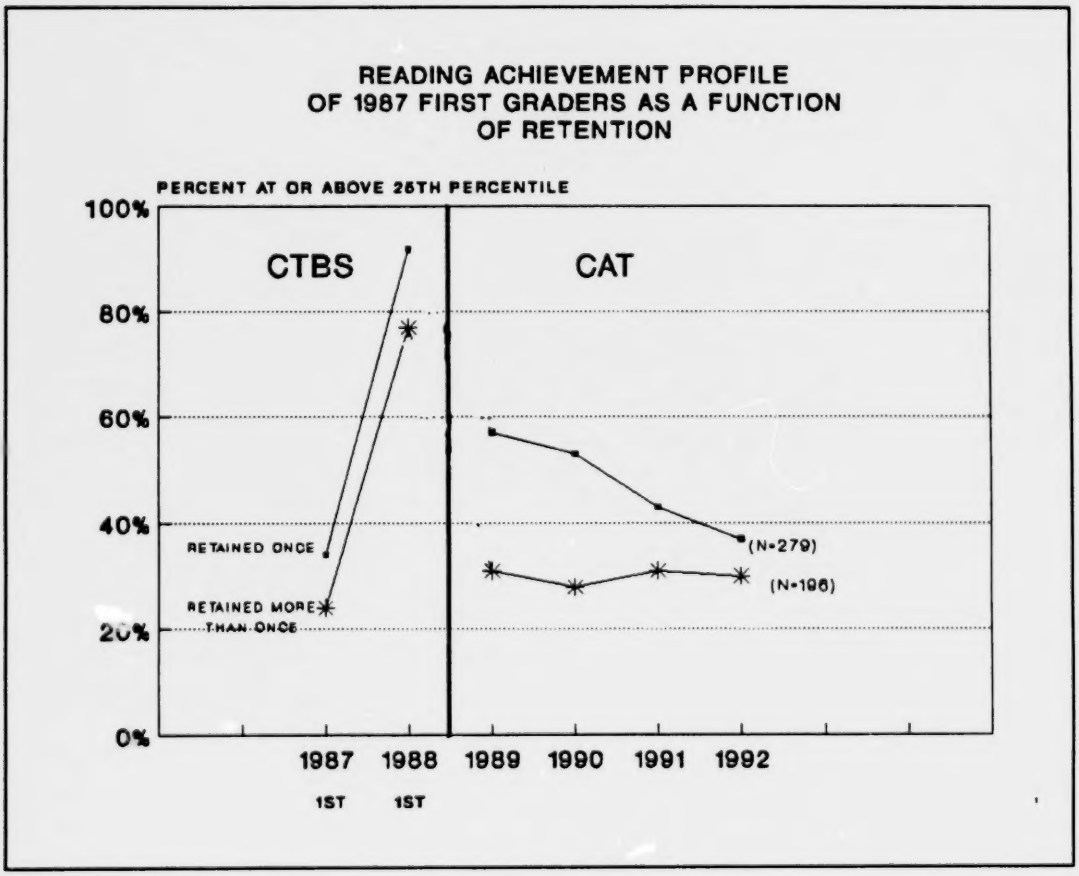

FIGURE 7

Table 12 presents the 1991-92 status of students from different cohorts who were retained as first graders. These results show that these students tended to be retained again the longer that they were in the system with concomitant deterioration observed in achievement. In addition, a substantial number of these students also subsequently received Chapter I services after first grade.[6]

TABLE 12

1991-92 STATUS OF STUDENTS RETAINED AS FIRST GRADERS

NUMBER OF STUDENTS RETAINED IN FIRST GRADE WHO WERE STILL IN SYSTEM AS OF 1991-92	YEAR THESE STUDENTS WERE RETAINED IN FIRST GRADE	1991-92 STATUS OF STUDENTS RETAINED AS FIRST GRADERS			
		PERCENT RETAINED AFTER FIRST GRADE	PERCENT SERVICED BY CHAPTER I AFTER FIRST GRADE	PERCENT BELOW 25TH PERCENTILE IN READING	PERCENT AT OR ABOVE 50TH PERCENTILE IN READING
545	1986-87	41%	80%	66%	6%
688	1987-88	32%	74%	60%	9%
621	1988-89	24%	74%	60%	12%
656	1989-90	13%	65%	58%	11%
747	1990-91	3%	63%	39%	37%

[6] Students were chosen based upon whether they had been retained in first grade regardless of Chapter I status. Therefore, many of these students probably were also in Chapter I as first graders.

One interesting pattern observed in Figure 7 was the apparent improvement in the performance of the retained students, i.e., decrease in the percentage of students scoring below the 25th percentile from 1987 to 1988. These retained students were tested with the same level of the CTBS in 1987 and 1988. One possible explanation is that this was a test-retest or practice effect of retained students who took the same level of the test while they were still first graders. Another is that these students were more mature than they were a year earlier. To further investigate this effect, longitudinal achievement results from 1989 retained students in Grades K through 3 were analyzed. Figure 8 presents a profile from 1989 to 1992 of students who were retained in Grades K, 1, 2, and 3 respectively in 1989. As can be observed, the median reading percentile of these students increased when the same level of CAT was administered the following year to these retained students. However, the performance declined with subsequent administrations of CAT at different grade levels. This "retention effect" is supported by similar findings in the literature with respect to its significance on pre-post gains in compensatory programs, i.e., Chapter I (Elligett and Tocco, 1983; Slavin and Madden, 1991). It is also interesting to note that while the average performance of these students was higher in 1992 than in 1989, it was still below the District's average at each of the respective grade levels in 1992.

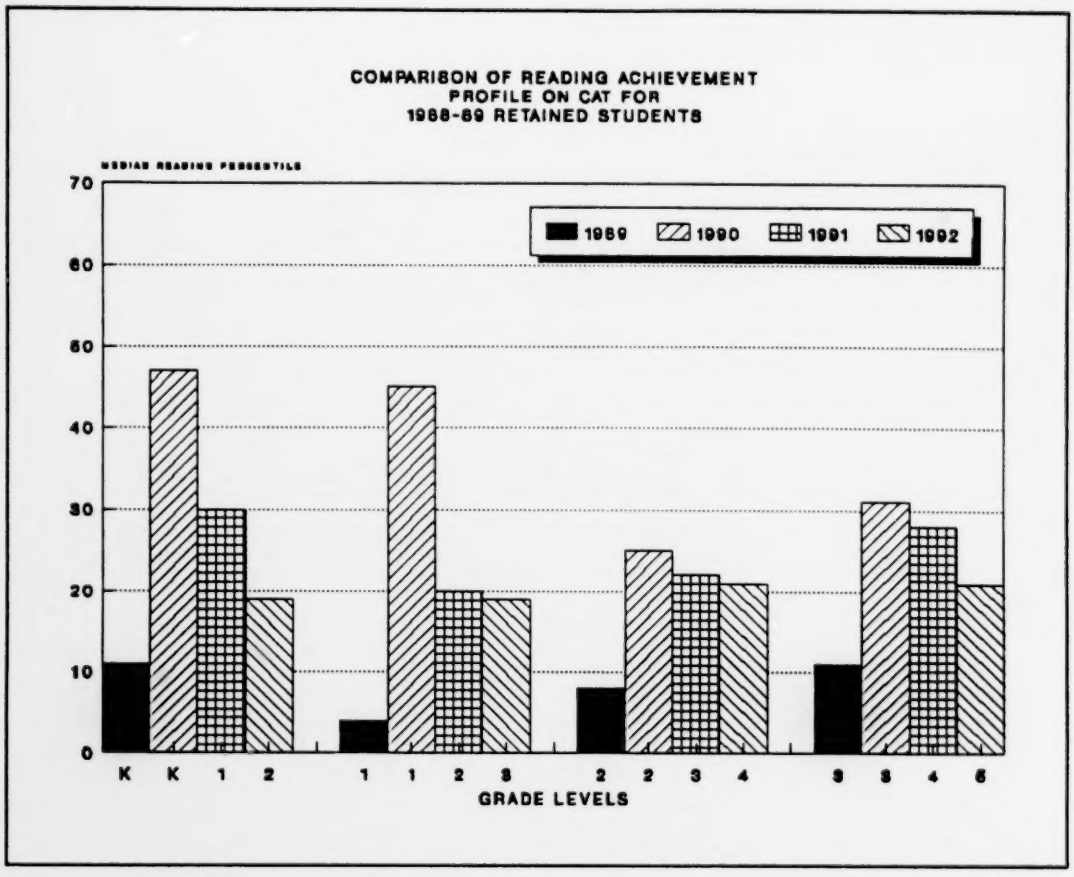

FIGURE 8

B. Long-Term Impact of Chapter I Participation

With the exception of evaluation reports submitted to the State Department of Education by this department, there has been little systematic study of the long-term impact on achievement as a function of receiving Chapter I services in the District.[7] The results reported here expand the scope and depth of what has previously been reported to the State Department of Education.

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7 "Sustained Effects Evaluation Report: 1990-91 Chapter I", 1991, Department of Educational Accountability, New Orleans Public Schools - Report to State Department of Education

Figure 9 presents a comparison of reading achievement over three years for three different groups of first grade students from the 1989-90 school year. These groups differed from each other in terms of the number of consecutive years for which Chapter I services were received. Although fluctuations in the median national reading percentile occurred in some groups during the three year period, the performance of each group of students when they were third graders was lower than it was when they were first graders. Another interesting observation in Figure 9 is that although the performance observed in the group with only one year of Chapter I declined over three years, it was generally considerably higher than that of the other two groups. This result merits further investigation as to its significance since additional internal analyses of other first grade cohorts showed that these results are not atypical.

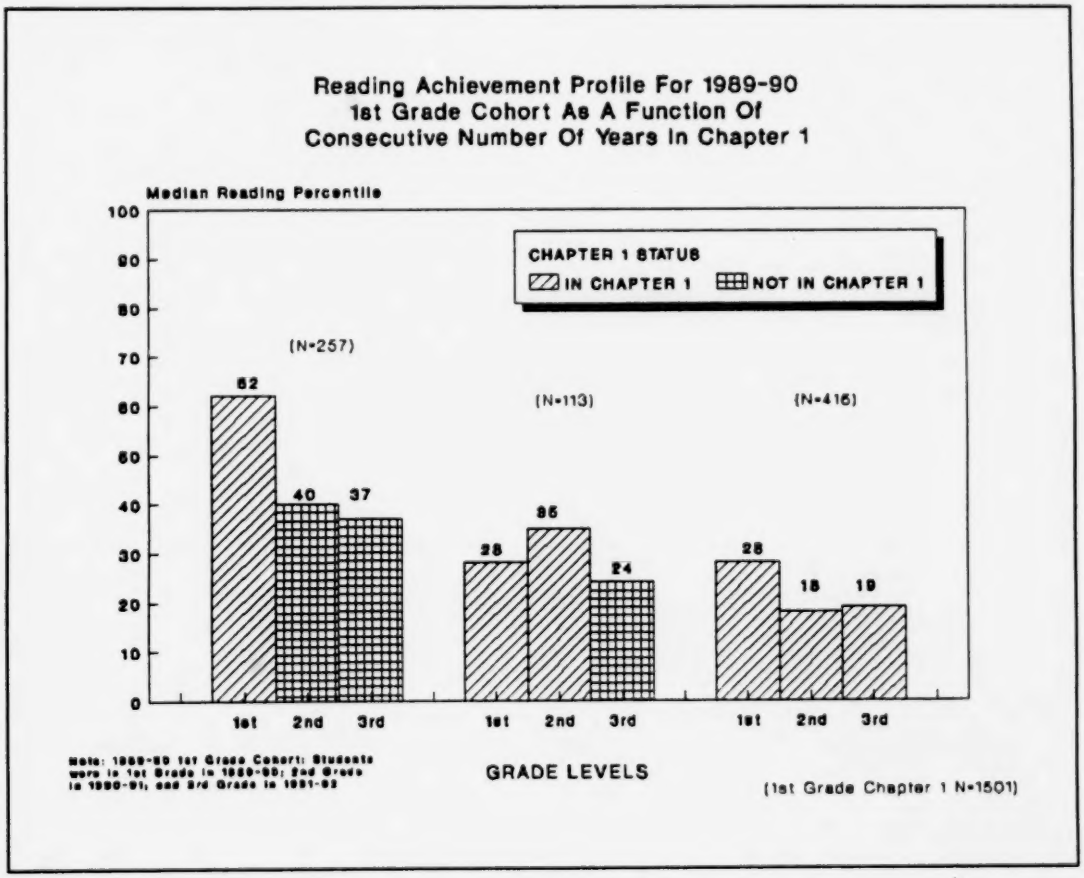

FIGURE 9

Table 13 presents the 1991-92 status of students from different cohorts who participated in Chapter I as first graders. These results show that the vast majority of these students received additional Chapter I services after first grade. These results also indicate that the longer these students remain in the system, the worst the achievement becomes while their chances of being retained increase.[8]

TABLE 13

1991-92 STATUS OF STUDENTS SERVED BY CHAPTER I AS FIRST GRADERS

NUMBER OF STUDENTS SERVICED BY CHAPTER I IN FIRST GRADE WHO WERE STILL IN SYSTEM AS OF 1991-92	YEAR THESE STUDENTS RECEIVED CHAPTER I SERVICES AS FIRST GRADERS	1991-92 STATUS OF STUDENTS SERVED BY CHAPTER I AS FIRST GRADERS			
		PERCENT SERVICED BY CHAPTER I AFTER FIRST GRADE	PERCENT RETAINED AFTER FIRST GRADE	PERCENT BELOW 25TH PERCENTILE IN READING	PERCENT AT OR ABOVE 50TH PERCENTILE IN READING
629	1986-87	83%	45%	61%	10%
868	1987-88	78%	40%	61%	8%
787	1988-89	83%	34%	57%	12%
1501	1989-90	78%	25%	55%	15%
1782	1990-91	62%	11%	50%	20%

[8] Students were chosen based upon whether they had received Chapter I services in first grade regardless of their retention status. Therefore, many of these students were probably also retained as first graders.

V. LONG-TERM IMPACT OF PRE-KINDERGARTEN EXPERIENCES

Much attention has been given to the importance of pre-K experiences. However, there has been little systematic effort to date to study long-term impact of pre-kindergarten experiences in this District. During the 1987-88 school session, coding procedures were developed which enabled the District to track former pre-K students in the system. The students tracked were primarily those who had former pre-K experiences in local, state or federally funded programs. Although, these students have performed quite well on measures used to assess the effectiveness of the pre-K experiences at the end of the school year in which they were in pre-K, little information exists Districtwide about their subsequent achievement performance as they move through the regular school program.[9,10] Recently, the State Department of Education reported positive effects of pre-K experiences with respect to preparation for the regular school program. This conclusion was based upon teacher observations of performance in the major early childhood developmental areas from a statewide sample of former pre-K students, i.e., cognitive development, degree of independence, social development, receptive communication, expressive communication, fine motor development, and gross motor development. These students participated in the State's program for high-risk four year olds in which this District participates annually.[11] The analysis presented here is different and more focused using the performance on the CAT, retention and Chapter I participation as the major indicators. In keeping with the established paradigm, data were analyzed from cohorts who were former pre-K students. These students were in Grades K-4 during the 1991-92 school session. Table 14 presents the grade distribution of these students and their general profile with respect to retention, Chapter I

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9 "Evaluation of the State-Funded Program for High-Risk Four-Year-Olds (Project Succeed)", 1992, Department of Educational Accountability and Curriculum and Instruction, New Orleans Public Schools - Report to State Department of Education

10 "New Orleans Public Schools District Chapter I Pre-school Program: Annual Evaluation of the 1991-92 Regular School Session:, 1992, Department of Educational Accountability, New Orleans Public Schools - Report to State Department of Education

11 "1990-92 State Funded Program for High-Risk Four-Year-Olds Evaluation Report", 1991, Bureau of Evaluation, Office of Research and Evaluation, Louisiana State Department of Education

participation and achievement. As can be observed, the percent of students receiving Chapter I services increased with their length of time in the system. Similarly, the percent of students retained also increased. This profile also shows that the longer they were in system, the worst they performed on CAT as a group. These results were also associated with an increase in the percent of these students who were classified as High Risk.

In order to examine these students further, their achievement results were analyzed as a function of risk group identification. Tables 15 and 16 present the general achievement profile in reading and mathematics with respect to their risk group identification. With the exception of kindergarten, there are considerably more students in the High Risk group than in the Low Risk at each grade level. The average performance of students in the Low Risk group exceeded the national norm with the exceptions of Grades 2 and 4 in reading. In mathematics, the average performance of the Low Risk groups exceeded the national norm at all grade levels. The average grade level performance of students in the High Risk group was below that of the national norm at all grade levels in both reading and mathematics and approximately 25 percentile points below that of the Low Risk group in reading and 32 percentile points below in mathematics.

TABLE 14

PROFILE OF FORMER PRE-K STUDENTS BY GRADE LEVEL

GRADE	FORMER PRE-K STUDENTS IN SYSTEM AS OF 1991-92	PERCENT IN HIGH RISK GROUP	PERCENT RETAINED AT LEAST ONCE	PERCENT IN CHAPTER I AT LEAST ONCE	PERCENT OF THESE STUDENTS SCORING BELOW 25TH IN READING IN 1992	PERCENT OF THESE STUDENTS SCORING AT OR ABOVE 50TH IN READING IN 1992
K	2150	34%	5%	32%	28%	48%
1	2015	53%	24%	46%	39%	43%
2	1213	66%	25%	59%	41%	26%
3	1140	60%	29%	55%	36%	35%
4	761	70%	32%	65%	43%	19%

TABLE 15

1992 MEDIAN NATIONAL PERCENTILES IN READING OF FORMER PRE-K STUDENTS BY RISK CATEGORY

GRADE	FORMER PRE-K STUDENTS			
	LOW RISK		*HIGH RISK*	
	N	MEDIAN PERCENTILE*	N	MEDIAN PERCENTILE*
K	1420	51	713	39
1	936	55	1064	22
2	414	44	768	24
3	448	64	675	22
4	224	43	534	22

*Median based on students with test scores

TABLE 16

1992 MEDIAN NATIONAL PERCENTILES IN MATHEMATICS OF FORMER PRE-K STUDENTS BY RISK CATEGORY

GRADE	FORMER PRE-K STUDENTS			
	LOW RISK		*HIGH-RISK*	
	N	MEDIAN PERCENTILE*	N	MEDIAN PERCENTILE*
1	938	53	1048	22
2	415	52	791	24
3	453	69	678	25
4	225	52	532	27

*Median based on students with test scores

VI. CONCLUSIONS AND RECOMMENDATIONS

The findings in this report demonstrate the extent to which the achievement profile of this District is masked through the presentation of test data that are not disaggregated and associated with other student data variables. Unlike previous reports issued from this department, the results reported here have numerous policy and programmatic implications for the District. The results showed that there are students in the District, i.e., Low Risk, whose average performance on standardized tests was well above the national norm in 1992. In fact, the average performance of these students has consistently been above the national norm since their entrance into the system. However, the average performance of the majority of students, i.e., High Risk, was below that of the national norm and has been consistently so. Their performance on this measure tended to deteriorate the longer they were in the system.

Student absenteeism is of special concern because of its negative impact on achievement. Excessive absenteeism was observed for each risk group at every grade level. Any strategy developed must involve not just the District or school site but parents, city government and the community at large working in concert to increase student attendance and achievement.

The results seriously question the efficacy of the current practice of retention, especially for first graders. Such a practice is controversial in the literature, with much of the evidence questioning the effectiveness of retention on achievement of students (Holmes, 1989; Reynolds, 1992; Shepard and Smith, 1989). Our results show that students retained in the first grade were also likely to be retained a second time with the likelihood of retention increasing the longer they were in the system. Associated with this, of course, was the continued deterioration of performance on the CAT. These results highlight the need for a closer examination of existing programs that are designed to assist retained students during their second year at the same grade level. Unless schools and/or District have clearly defined and effective programs to assist such youngsters, these students will continue to be exposed to the same conditions that precipitated their retention. The results also force one to ask whether this District should explore alternatives to retention, at least at the early grade levels. This is especially important to consider if all

schools are not implementing specific programs to assist students to "benefit" from retention. If the practice of retention is to be continued, then it behooves the District and/or schools to carefully offer and monitor special services to students who have been retained at the early grade levels since it has been demonstrated that they may be prime contenders for dropping out school (Grissom and Shepard, 1989). Finally, one must also question the costs associated with retention since it costs twice as much to educate retained as compared to non-retained students (Reynolds, 1992).

Just as these results question to the long-term effectiveness of retention, they also question long-term effectiveness of participation in Chapter I. The major purpose of Chapter I is to "...enable low-achieving students to catch up and keep up...by helping [them] succeed in the regular school program, retain grade-level proficiency, and improve achievement in both the basic and the more advanced skills that all students are expected to master..."(Le Tendre, 1991). Although Chapter I has been successful in demonstrating small gains over time, it has yet to show effectiveness in closing the gap between Chapter I students and their peers (Heid, 1991). The Districtwide results submitted by this department to the State Department of Education on sustained effects of Chapter I experiences raise questions as to the long-term impact on achievement resulting from Chapter I participation. The results presented here also support the sustained effects results from a different perspective. The performance of the High Risk students who received Chapter I services in the first grade deteriorated over time with progressively more students scoring below the 25th percentile each year they were in the system while fewer scored at or above the 50th percentile.

Individual schools may have experienced success by assessing their programs with other outcome measures or using other standards of performance in addition to those mandated measures. Such practices are encouraged and should be continued. However, at the present time, it must be emphasized that the success of Chapter I is still judged by norm-referenced, test results. The results presented here question the extent that this success has occurred, leading one to also question the effectiveness of existing programs or the reasonableness of the current national Chapter I goals and the measurement techniques currently required to assess the

accomplishment of these goals. The results presented here suggest that one major alternative goal for Chapter I, as well as the District as a whole, would be to reduce the percentage of students who are retained annually. Decreases in retention should be associated with a decrease in the number of students in need of Chapter I services as well as an increase in achievement. Of course, safeguards would have to be built into guard against "social promotion". In addition, schools could also focus on decreasing student absenteeism since results presented showed that high absenteeism was associated with low achievement on the average.

It is strongly recommended that the District expand the scope of the current evaluation requirements of Chapter I beyond the minimum State requirements and to provide those resources needed to intensively assess the adequate implementation and quality of various components of Chapter I, especially the delivery of instruction and how it is implemented in the regular classroom. To accomplish this, a strong process evaluation module should be included in any future Chapter I design. Districtwide tracking of these students is essential to fully appreciate Chapter I's long-term impact. In order to accomplish this accurate coding of Chapter I students is essential. Finally, it must be cautioned that the current model used to assess grade level effects of Chapter I, i.e., pre- post gain scores, is limited and is also sensitive to "contamination" that can possibly result in spurious gains made by students who have been retained and whose pre and post test scores come from the same level of the assessment test. This has special significance for Chapter I schools involved in program improvement.

Although relating test results descriptively to the variables or student characteristics presented in this report goes far in providing a better understanding of achievement in this District, the results are still limited. It is still not clear what the relationship is among these variables and the instructional process. The full effects of Chapter I participation, retention, student absenteeism or an SES variable such as free lunch cannot be truly understood until the relationship between achievement and instructional variables is understood. The results of performance on mastery of those skills measured by CAT for High and Low Risk students suggest that systematic differences may exist at the classroom level. Clearly, one has to ask why are the High and Low Risks groups so different for each cohort analyzed at every grade level.

Are students in the High Risk groups provided with the same coverage of grade level skills and concepts as the Low Risk students? Are all students exposed equally to the same curriculum content with the same emphasis and time on task to master these skills? Are adequate instructional delivery procedures implemented for all?

It is necessary that we begin to examine the relationship between student performance outcomes and the questions raised above. An examination of instructional variables (content coverage, content exposure, content emphasis, and quality of instructional delivery) must be conducted to explore what has been referred to in the literature as the "opportunity-to-learn" (Stevens, 1991). Assessing "opportunity-to-learn" remains a valid consideration for all measures of student performance using norm-referenced tests, criterion-referenced tests, or even alternative assessment techniques. Only with a clear understanding of the relationship between "opportunity to learn" and performance outcomes can strengths and weaknesses at the instructional level be identified. This information, in turn, is what must be acted upon to improve any outcome which measures student performance.

Analysis of data from students receiving free lunch questions the belief that low SES status is associated with poor achievement. Achievement and free lunch status have to be also assessed with respect to risk status as defined in this report. Disaggregation of the test results of these students forces one to ask why are some free lunch students who are Low Risk at or near the national norm while other free lunch students in the High Risk group performing far below. Again, to gain a better understanding of these difference, analysis of instructional variables, whether quantitative or qualitative will have to be conducted at the classroom level. Similar achievement profiles, not yet released by this department, have also been obtained from preliminary analysis of test data from AFDC students. [12]

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[12] AFDC - Aid to Families with Dependent Children

The pre-K results presented show that these children fall into the same pattern of achievement as the District overall. Why there should be differences between the two pre-K, risk groups is not clear at this time considering the nature and purpose of their previous pre-K experiences and is a question that merits further investigation. However, before any conclusions can be drawn as to the efficacy of pre-K with respect to its long-term effects, any programs designed to sustain the effects of pre-K must be carefully examined and refined by schools and/or District. "Chapter I pre-K education is designed for prevention and not remediation. The goal is to provide services before children fall so far behind that it is difficult for them to catch up" (LeTendre, 1991, p. 329). The effects of pre-K alone don't seem to "inoculate" against or prevent future academic problems. Maintenance mechanisms must be provided by the District (Hebbeler, 1985). It is recommended that the District institutionalize sustaining or reinforcing practices, programs, etc. at all schools where these youngsters attend from the time they enter kindergarten. Otherwise, we risk wasting an investment of time, money and human resources. It is strongly advised that resources be made available to conduct quantitative as well as qualitative assessments to measure the long-term effects of pre-K experiences. In order to accomplish this assessment, specific standards of performance or expectations must be developed for students as they move through the system.

Finally, one last concern involves the present status of the student database system in the District. The procedures used to produce this report are not the ideal way to track students but are the most feasible given the available resources and time constraints. Ideally, a mainframe, student database, management information system should be developed which contains current and archival student information that is linked to other files or other databases in the system, such as the personnel, budget, current and archival testing files, etc. At the present time, this system does not exist except for a subset of the archival student data and testing data files managed by Educational Accountability and the data management and statistical software it uses to access and analyze information from them. It is strongly recommended that the District develop such a student database management information system that is driven by state-of-the-art database software if it wishes to track students longitudinally for evaluation or general reporting purposes. Such a system would facilitate the information and management needs of schools as

well as large programs such as the District's and State's testing programs, free lunch programs, and Chapter I. In addition, it is strongly recommended that the District develop a process to insure accuracy of student information collected. In the meantime, specific data files should be created by the system which would permit data in other files to be linked to each other in order to address major questions on student academic performance.

The results reported here raise many more questions then they answer. School site personnel are encouraged to use the paradigms developed here as a starting point for program design and evaluation. Without viable quantitative and/or qualitative evaluation procedures we will have to rely upon anecdotal evidence of success or failure. It is also very important to emphasize that the separation of students into different risk groups does not suggest that there are different expectations for these students, nor does it preclude the use of other factors that are also important in identifying at-risk students. It is expected that these terms, or the manner in which they are defined, will add to the arsenal of predictors of school success and identify students for whom special programs are needed. These results should highlight the need for this District to move away from its "obsession" with test scores to a determination to focus more on those precursor conditions which annually result in the majority of our students performing poorly on standardized tests. Finally, it is expected that these results will assist the District and schools in developing strategic plans that will guide the direction of change for this District. Such plans should have reasonable expectations, standards of performance and measurable outcomes for student performance and procedures to periodically assess effectiveness of strategies. Without such direction that has true "buy-in" by <u>all</u> major stakeholders, we can expect to see the same patterns repeat themselves in the future, starting with the first graders who were either retained or participated in Chapter I during the last school session of 1991-92.

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APPENDIX A

1989, 1990, 1991 AND 1992 CAT MEDIAN NATIONAL PERCENTILES

IN TOTAL READING BY SCHOOL AND GRADE

1989, 1990, 1991 & 1992 CAT MEDIAN NATIONAL PERCENTILES IN TOTAL READING BY SCHOOL AND GRADE

		GRADES									PERCENT OF ALL STUDENTS AT OR ABOVE 50TH	PERCENT OF ALL STUDENTS BELOW 25TH
YEAR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENTILE	PERCENTILE
ELEMENTARY SCHOOLS												
ABRAMS												
1989	46	35	22	48	29	33	.	.	.	.	36.5	37.3
1990	38	34	20	48	42	33	.	.	.	.	34.6	37.9
1991	31	28	22	33	34	37	.	.	.	.	30.0	41.1
1992	19	44	17	44	31	27	.	.	.	.	26.4	45.6
ALLEN												
1989	47	48	30	46	44	60	66	.	.	.	45.6	25.6
1990	61	62	31	29	47	44	65	.	.	.	49.4	23.3
1991	38	62	43	32	40	51	58	.	.	.	46.2	22.3
1992	71	59	36	46	43	42	62	.	.	.	51.3	17.0
AUDUBON MONTESSORI												
1989	51	64	80	68	58	64	73	54	75	.	63.9	12.6
1990	55	54	76	72	70	75	71	66	63	.	68.4	11.6
1991	68	46	56	75	70	75	72	.	68	.	66.9	13.2
1992	39	52	50	72	61	81	80	.	62	.	61.7	16.8
BAUDUIT												
1989	34	58	63	55	47	31	.	.	.	.	46.9	23.6
1990	34	74	31	50	18	34	.	.	.	.	41.3	32.5
1991	26	48	30	42	36	25	.	.	.	.	27.8	40.8
1992	45	21	20	11	23	15	.	.	.	.	18.0	56.6
BEHRMAN												
1989	39	66	23	25	22	18	21	.	.	.	25.8	48.7
1990	43	60	46	34	30	17	28	.	.	.	32.0	38.4
1991	59	51	48	34	31	30	32	.	.	.	36.7	30.1
1992	14	18	18	38	21	22	30	.	.	.	17.0	53.7
BEN FRANKLIN ELEM.												
1989	.	.	.	.	.	.	.	.	.	.	.	.
1990	57	89	64	77	.	.	.	.	.	.	77.9	6.2
1991	81	87	71	68	70	.	.	.	.	.	83.6	2.6
1992	81	80	77	78	65	83	.	.	.	.	85.5	3.3
BENJAMIN												
1989	26	32	22	19	22	41	34	.	.	.	20.4	45.5
1990	30	55	18	27	22	30	36	.	.	.	25.4	41.3
1991	39	61	26	18	24	30	29	.	.	.	25.0	40.9
1992	37	51	15	25	20	22	38	.	.	.	25.3	47.5

		GRADES									PERCENT OF ALL STUDENTS AT OR ABOVE 50TH	PERCENT OF ALL STUDENTS BELOW 25TH
	YEAR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENTILE	PERCENTILE
BIENVILLE													
	1989	41	60	25	29	24	31	65	.	.	.	38.8	32.5
	1990	49	52	38	38	41	28	44	.	.	.	37.6	27.7
	1991	38	58	34	29	34	43	45	.	.	.	35.3	31.3
	1992	64	56	31	17	34	29	39	.	.	.	36.5	31.6
BORE													
	1989	17	27	26	31	32	35	33	.	.	.	25.4	43.2
	1990	34	33	24	50	39	27	48	.	.	.	32.3	36.1
	1991	39	34	29	39	34	34	40	.	.	.	30.2	34.5
	1992	39	37	26	29	30	25	39	.	.	.	30.4	37.5
BRADLEY													
	1989	44	61	22	23	36	25	38	.	.	.	31.4	34.4
	1990	34	57	18	23	45	20	39	.	.	.	30.5	40.9
	1991	51	57	26	41	39	30	47	.	.	.	39.0	28.6
	1992	56	48	35	48	56	32	41	.	.	.	45.5	23.9
CHESTER													
	1989	61	49	26	18	41	19	.	.	.	.	29.0	41.6
	1990	51	27	42	33	35	14	.	.	.	.	34.4	36.8
	1991	65	74	34	22	20	.	.	.	.	.	44.6	33.2
	1992	55	41	29	16	36	15	.	.	.	.	27.0	42.5
CLAIBORNE													
	1989	56	70	51	72	49	69	48	.	.	.	58.5	16.7
	1990	81	61	50	56	43	49	48	.	.	.	56.0	16.7
	1991	76	51	44	54	43	44	45	.	.	.	50.0	16.5
	1992	.	69	44	37	49	49	52	.	.	.	51.8	17.2
COGHILL													
	1989	37	39	49	46	39	39	46	.	.	.	38.0	30.5
	1990	51	25	45	68	43	30	59	.	.	.	44.1	26.6
	1991	39	43	36	50	46	35	39	.	.	.	40.0	26.6
	1992	34	58	15	44	47	43	48	.	.	.	38.5	25.9
COUVENT													
	1989	29	62	45	33	44	18	38	.	.	.	36.8	35.1
	1990	51	67	56	32	49	18	29	.	.	.	42.8	29.1
	1991	44	60	34	11	53	38	49	.	.	.	39.8	29.4
	1992	64	57	41	19	12	32	22	.	.	.	34.8	36.9
CRAIG													
	1989	24	18	26	41	31	18	26	.	.	.	22.3	48.3
	1990	24	45	22	26	32	28	30	.	.	.	24.6	45.1
	1991	55	19	22	19	39	23	28	.	.	.	26.3	44.3

	YEAR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
						GRADES							
	1992	71	34	32	40	46	23	28	.	.	.	32.8	35.5
CROCKER													
	1989	30	59	37	17	29	28	.	.	.	.	31.8	43.5
	1990	39	40	32	15	33	20	.	.	.	.	25.4	47.0
	1991	37	38	46	16	24	24	.	.	.	.	26.3	45.4
	1992	47	51	45	24	36	24	.	.	.	.	33.8	34.9
CROSSMAN													
	1989	39	49	22	26	33	33	43	.	.	.	31.1	36.7
	1990	44	46	28	28	36	29	48	.	.	.	30.6	35.7
	1991	38	18	17	36	31	32	46	.	.	.	30.5	40.1
	1992	25	28	26	27	32	31	44	.	.	.	27.0	38.1
DANNEEL													
	1989	57	14	17	20	20	14	23	12	15	.	19.7	57.4
	1990	34	15	21	15	28	24	24	16	17	.	13.0	55.5
	1991	23	14	13	6	16	21	17	.	19	.	12.5	69.5
	1992	37	19	11	7	14	35	23	.	17	.	19.0	58.7
DAVIS													
	1989	71	56	43	28	35	30	.	.	.	.	40.9	27.2
	1990	81	60	29	33	32	33	.	.	.	.	39.8	28.8
	1991	81	39	38	31	36	28	.	.	.	.	36.3	30.0
	1992	91	39	43	35	34	31	.	.	.	.	42.0	28.4
DIBERT													
	1989	57	56	40	54	47	56	46	.	.	.	50.5	17.3
	1990	55	71	54	46	43	40	62	.	.	.	54.8	13.9
	1991	64	60	51	44	42	48	59	.	.	.	54.0	14.9
	1992	65	52	56	46	43	45	56	.	.	.	53.8	18.4
DUNBAR													
	1989	16	37	21	27	34	24	28	.	.	.	21.6	47.4
	1990	41	21	25	24	45	24	32	.	.	.	24.6	41.5
	1991	56	35	29	36	26	29	28	.	.	.	30.5	40.1
	1992	51	55	32	29	43	22	45	.	.	.	37.1	32.8
EDISON													
	1989	54	37	27	33	29	28	52	.	.	.	34.2	37.8
	1990	48	27	26	28	31	27	30	.	.	.	28.9	41.8
	1991	32	32	29	29	32	29	30	.	.	.	25.4	41.3
	1992	57	38	30	32	29	25	38	.	.	.	30.3	37.7
EDWARDS													
	1989	8	23	28	39	24	18	.	.	.	.	19.7	53.4

	YEAR	GRADES K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	1990	11	10	25	21	43	17	.	.	.	.	16.0	59.5
	1991	12	8	19	16	24	13	.	.	.	.	11.4	67.4
	1992	13	7	18	18	20	9	19	.	.	.	11.7	67.3
EISENHOWER													
	1989	64	51	45	43	43	41	63	.	.	.	49.3	22.3
	1990	81	58	39	44	61	39	59	17	.	.	51.7	20.5
	1991	43	58	51	44	56	55	58	.	.	.	53.8	21.0
	1992	64	51	46	49	51	49	59	.	.	.	56.1	17.6
FISCHER													
	1989	28	67	56	72	61	21	45	.	.	.	51.1	27.1
	1990	39	66	49	47	32	18	24	.	.	.	36.4	35.1
	1991	39	67	51	39	24	29	32	.	.	.	40.5	30.7
	1992	18	38	14	22	14	30	17	.	.	.	18.5	55.7
FISK-HOWARD													
	1989	39	54	21	35	32	18	.	.	.	.	29.6	40.7
	1990	32	53	19	19	33	22	.	.	.	.	26.5	46.7
	1991	57	52	17	26	28	27	.	.	.	.	32.1	41.5
	1992	64	55	14	48	34	21	.	.	.	.	36.3	37.4
FRANTZ													
	1989	39	34	17	22	22	19	.	.	.	.	22.5	52.2
	1990	71	25	20	26	22	20	.	.	.	.	25.6	47.1
	1991	64	23	21	17	32	19	.	.	.	.	28.8	46.8
	1992	81	34	23	18	28	28	22	.	.	.	31.2	43.3
G. WASHINGTON													
	1989	18	36	27	49	27	29	.	.	.	.	26.1	41.7
	1990	18	28	26	43	29	28	.	.	.	.	26.1	45.3
	1991	31	53	35	42	34	29	.	.	.	.	33.2	36.1
	1992	29	35	27	30	28	27	28	.	.	.	25.3	45.6
GAUDET													
	1989	34	55	46	44	47	40	47	.	.	.	42.7	21.2
	1990	38	56	53	29	43	33	39	.	.	.	38.9	31.7
	1991	37	48	40	37	31	28	40	.	.	.	35.9	35.8
	1992	34	45	33	33	34	29	48	.	.	.	32.8	37.2
GAYARRE													
	1989	37	35	36	23	25	26	28	.	.	.	27.1	43.2
	1990	26	32	23	26	28	11	32	.	.	.	17.4	52.3
	1991	26	22	22	18	27	28	28	.	.	.	17.0	50.8
	1992	36	28	27	14	22	21	30	.	.	.	23.3	47.5

		GRADES									PERCENT OF ALL STUDENTS AT OR ABOVE 50TH	PERCENT OF ALL STUDENTS BELOW 25TH
	YEAR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENTILE	PERCENTILE
GENTILLY TERRACE													
	1989	26	58	56	50	48	47	59	.	.	.	51.8	18.3
	1990	44	60	55	54	58	45	52	.	.	.	56.4	15.8
	1991	49	59	56	51	51	54	53	.	.	.	55.7	17.4
	1992	49	53	59	39	43	45	56	.	.	.	48.4	18.7
GORDON													
	1989	81	84	84	77	57	63	71	.	.	.	77.4	6.3
	1990	81	80	79	68	66	60	75	.	.	.	78.7	4.6
	1991	81	84	86	72	54	70	66	.	.	.	76.1	4.8
	1992	71	86	76	71	62	62	69	.	.	.	77.1	5.2
GUSTE													
	1989	21	52	26	41	21	16	.	.	.	.	25.2	45.6
	1990	24	53	27	28	32	11	.	.	.	.	25.5	44.6
	1991	16	59	23	33	16	18	.	.	.	.	22.9	53.4
	1992	17	40	28	31	29	12	.	.	.	.	21.9	50.4
HABANS													
	1989	59	60	42	46	43	40	56	.	.	.	49.8	17.7
	1990	51	56	47	44	43	42	54	.	.	.	47.2	20.2
	1991	51	59	45	54	45	42	54	.	.	.	49.7	15.4
	1992	59	55	53	46	42	39	62	.	.	.	53.0	14.4
HARDIN													
	1989	18	17	29	30	29	29	38	.	.	.	23.9	44.4
	1990	26	28	24	35	29	25	33	.	.	.	23.4	41.1
	1991	31	13	24	32	25	34	25	.	.	.	23.5	46.0
	1992	47	14	39	28	31	32	32	.	.	.	28.7	40.5
HARNEY													
	1989	57	67	21	36	47	33	.	.	.	.	40.9	29.1
	1990	26	39	34	27	31	20	.	.	.	.	26.7	43.2
	1991	26	51	29	23	43	20	.	.	.	.	29.9	36.8
HARTE													
	1989	92	98	98	97	85	96	93	.	.	.	90.9	2.0
	1990	98	98	99	99	99	99	99	.	.	.	90.1	3.1
	1991	92	86	83	72	70	84	84	.	.	.	87.7	2.4
	1992	91	83	91	80	76	75	84	.	.	.	87.1	2.6
HENDERSON													
	1989	65	55	53	55	35	48	51	.	.	.	48.0	18.0
	1990	43	31	19	42	38	20	33	.	.	.	31.9	37.9
	1991	81	52	63	78	45	32	21	.	.	.	55.5	19.2

	YEAR	GRADES K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	1992	37	45	31	39	40	23	36	.	.	.	32.8	33.9
HOFFMAN													
	1989	64	76	59	18	30	30	.	.	.	.	44.1	29.5
	1990	71	53	41	15	43	32	.	.	.	.	40.2	26.1
	1991	81	36	16	19	54	33	.	.	.	.	35.0	38.2
	1992	86	44	37	32	36	41	.	.	.	.	44.4	23.4
HYNES													
	1989	65	74	75	71	66	69	76	.	.	.	75.3	9.4
	1990	64	86	75	71	65	73	77	.	.	.	74.6	7.9
	1991	64	78	75	75	66	69	83	.	.	.	76.1	6.2
	1992	71	77	78	77	67	75	77	.	.	.	78.6	6.9
JACKSON													
	1989	24	22	21	39	44	44	.	.	.	.	31.5	36.7
	1990	81	55	48	49	41	56	.	.	.	.	57.4	20.5
	1991	48	65	27	49	33	47	.	.	.	.	42.1	27.1
	1992	64	80	20	35	37	55	.	.	.	.	47.5	20.9
JOHNSON													
	1989	71	28	27	46	32	24	30	.	.	.	34.4	33.1
	1990	64	40	10	28	29	9	50	.	.	.	32.7	44.7
	1991	64	22	41	29	39	25	39	.	.	.	34.9	29.1
	1992	58	14	32	23	42	13	23	.	.	.	27.7	45.4
JONES													
	1989	21	42	40	31	34	47	36	.	.	.	33.8	35.6
	1990	31	29	33	46	43	46	42	.	.	.	36.0	31.0
	1991	34	35	34	44	44	61	35	.	.	.	37.8	28.3
	1992	39	27	31	36	46	44	40	.	.	.	37.6	32.5
LAFAYETTE													
	1989	21	38	27	33	29	24	30	.	.	.	22.0	43.3
	1990	17	35	27	28	32	19	34	.	.	.	22.4	44.5
	1991	30	26	25	21	29	28	26	.	.	.	21.9	46.2
	1992	30	37	29	25	28	28	31	.	.	.	28.5	42.7
LAFON													
	1989	13	7	31	41	18	17	.	.	.	.	17.4	58.9
	1990	30	12	33	28	24	14	.	.	.	.	20.1	52.3
	1991	47	12	12	16	21	12	.	.	.	.	17.7	60.7
	1992	39	12	17	22	13	17	.	.	.	.	16.0	60.1
LAKE FOREST MONTESSORI													
	1989	49	57	47	.	.	.	.	.	.	.	55.1	20.6

	YEAR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	1990	44	50	37	56	.	.	.	.	.	.	48.3	22.7
	1991	51	57	57	58	47	.	.	.	.	.	54.3	15.8
LAUREL	1992	65	56	56	56	41	46	.	.	.	.	55.7	11.0
	1989	56	25	23	17	20	21	.	.	.	.	25.1	49.0
	1990	56	66	17	17	29	12	.	.	.	.	31.1	46.9
	1991	38	44	14	17	20	26	.	.	.	.	25.9	53.1
LAWLESS	1992	29	31	28	16	18	21	.	.	.	.	22.6	52.1
	1989	17	22	10	17	21	19	22	.	.	.	12.1	63.2
	1990	47	21	18	18	28	21	29	.	.	.	20.8	51.1
	1991	20	13	17	22	34	24	30	.	.	.	14.9	54.3
LEE	1992	20	18	21	24	37	18	25	.	.	.	19.2	52.2
	1989	46	47	27	17	20	17	.	.	.	.	23.6	47.5
	1990	55	14	18	23	36	17	.	.	.	.	19.5	54.7
	1991	56	52	19	17	32	20	.	.	.	.	28.4	42.4
LEWIS	1992	56	49	24	28	35	20	.	.	.	.	29.3	39.8
	1989	57	56	17	54	34	70	.	.	.	.	49.7	23.0
	1990	49	51	25	44	65	49	.	.	.	.	46.3	22.7
	1991	39	57	29	55	48	46	.	.	.	.	44.6	25.0
LITTLE WOODS	1992	64	22	24	49	40	55	.	.	.	.	38.3	30.9
	1989	56	83	29	24	47	26	53	.	.	.	40.1	31.8
	1990	51	70	34	26	41	36	46	.	.	.	42.0	29.4
	1991	34	65	25	26	39	29	55	.	.	.	37.3	34.1
OCKETT	1992	36	67	26	31	39	30	47	.	.	.	39.7	33.3
	1989	19	32	14	16	18	10	.	.	.	.	14.4	62.6
	1990	51	65	15	17	24	16	.	.	.	.	27.5	48.3
	1991	38	64	22	22	20	15	.	.	.	.	25.7	49.4
USHER	1992	47	17	33	20	22	17	21	.	.	.	23.6	49.1
	1989	64	87	77	79	62	75	83	.	.	.	77.0	6.0
	1990	64	79	81	75	64	67	80	.	.	.	77.5	6.4
	1991	56	86	72	78	68	80	75	.	.	.	78.7	6.2
	1992	47	70	76	65	73	69	87	.	77	.	77.3	7.2

	YEAR	GRADES K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
MCDONOGH NO. 07													
	1989	32	70	39	30	21	23	61	.	.	.	38.2	35.3
	1990	33	63	42	27	23	28	41	.	.	.	32.1	34.4
	1991	91	47	48	49	26	19	37	.	.	.	41.6	26.1
	1992	51	50	28	20	24	25	36	.	.	.	27.4	38.9
MCDONOGH NO. 15													
	1989	64	65	34	49	41	48	69	.	.	.	53.4	23.4
	1990	65	45	47	41	40	55	68	.	.	.	50.4	20.6
	1991	73	36	35	42	37	40	72	.	.	.	43.8	28.4
	1992	51	55	32	30	42	34	55	.	.	.	43.2	30.5
MCDONOGH NO. 19													
	1989	39	32	16	23	26	24	31	.	.	.	22.1	48.9
	1990	26	11	12	20	24	15	28	.	.	.	13.1	60.0
	1991	46	30	18	16	19	23	22	.	.	.	17.6	52.8
	1992	51	31	21	23	18	18	28	.	.	.	21.0	47.9
MCDONOGH NO. 24													
	1989	23	32	17	14	17	17	24	.	.	.	12.4	67.5
	1990	24	41	23	19	20	13	23	.	.	.	11.3	60.1
	1991	31	30	18	31	20	18	30	.	.	.	18.1	50.9
	1992	34	22	26	30	21	19	31	.	.	.	19.8	47.5
MCDONOGH NO. 31													
	1989	14	63	21	19	34	47	22	.	.	.	27.7	46.0
	1990	26	14	22	32	22	42	28	.	.	.	21.5	45.3
	1991	23	21	19	31	30	21	25	.	.	.	21.9	51.0
	1992	65	36	16	23	30	24	34	.	.	.	30.5	42.4
MCDONOGH NO. 32													
	1989	30	57	54	51	38	39	28	.	.	.	40.5	28.9
	1990	39	53	40	38	43	18	32	.	.	.	33.4	32.6
	1991	44	52	26	27	28	28	25	.	.	.	29.1	36.9
	1992	39	50	13	24	27	19	30	.	.	.	28.6	43.4
MCDONOGH NO. 36													
	1989	65	35	17	29	28	26	.	.	.	.	29.9	40.9
	1990	65	46	27	31	32	26	.	.	.	.	33.3	34.5
	1991	51	31	12	29	22	29	.	.	.	.	25.0	48.4
	1992	65	25	25	32	19	18	.	.	.	.	31.3	44.4
MCDONOGH NO. 38													
	1989	20	30	27	36	26	22	26	.	.	.	22.5	50.0
	1990	23	32	29	46	38	21	31	.	.	.	27.1	37.1

		GRADES									PERCENT OF ALL STUDENTS AT OR ABOVE 50TH	PERCENT OF ALL STUDENTS BELOW 25TH
	YEAR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENTILE	PERCENTILE
	1991	38	27	22	32	23	23	28	.	.	.	19.9	48.7
	1992	51	64	23	28	31	15	30	.	.	.	32.9	39.9
MCDONOGH NO. 39													
	1989	56	52	37	44	50	43	59	.	.	.	47.6	23.9
	1990	81	59	36	37	41	53	41	.	.	.	49.3	20.6
	1991	64	57	43	42	43	43	59	.	.	.	48.3	18.5
	1992	51	59	46	44	40	42	53	.	.	.	48.1	19.3
MCDONOGH NO. 40													
	1989	56	38	46	16	29	21	27	.	.	.	30.4	42.2
	1990	81	73	40	32	36	24	.	.	.	.	47.3	24.8
	1991	68	55	34	24	39	29	.	.	.	.	37.2	27.8
	1992	64	71	41	40	30	26	.	.	.	.	39.0	31.3
MCDONOGH NO. 42													
	1989	51	55	45	55	43	24	32	.	.	.	40.3	28.8
	1990	31	67	40	37	33	25	34	.	.	.	35.6	31.1
	1991	59	65	36	38	34	28	35	.	.	.	37.9	28.2
	1992	64	39	36	31	33	22	30	.	.	.	34.9	37.1
MEYER													
	1989	56	55	48	60	31	34	38	.	.	.	44.9	25.3
	1990	38	51	40	39	38	26	28	.	.	.	37.3	34.4
	1991	51	47	32	30	51	34	31	.	.	.	38.7	31.4
	1992	44	45	27	42	49	34	59	.	.	.	41.9	30.2
MOTON													
	1989	51	37	27	36	28	13	.	.	.	.	25.9	44.4
	1990	25	30	20	34	25	10	.	.	.	.	21.4	51.1
	1991	23	42	22	35	19	11	.	.	.	.	25.0	53.3
	1992	44	57	28	40	14	18	16	.	.	.	28.3	44.9
N.O. FREE SCHOOL													
	1989	56	28	13	28	35	20	36	24	36	.	22.8	42.2
	1990	64	64	12	24	23	13	45	43	39	.	33.9	38.4
	1991	73	16	14	51	19	22	31	.	37	.	29.0	43.7
	1992	81	12	22	20	39	28	43	.	41	.	32.2	38.1
NELSON													
	1989	29	35	38	44	37	15	22	.	.	.	31.8	41.6
	1990	32	70	59	29	25	26	25	.	.	.	34.2	36.9
	1991	25	65	52	36	13	16	30	.	.	.	32.4	41.8
	1992	28	68	38	30	21	23	22	.	.	.	30.8	40.5

		GRADES									PERCENT OF ALL STUDENTS AT OR ABOVE 50TH	PERCENT OF ALL STUDENTS BELOW 25TH
	YEAR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENTILE	PERCENTILE
OSBORNE													
	1989	31	62	47	48	41	47	65	.	.	.	44.4	22.6
	1990	37	70	45	37	40	33	62	.	.	.	41.0	27.0
	1991	51	58	45	46	32	39	54	.	.	.	44.4	26.5
	1992	.	58	31	41	37	39	54	.	.	.	44.1	29.2
PALMER													
	1989	29	52	19	26	21	17	.	.	.	.	22.8	49.1
	1990	51	32	35	29	28	20	.	.	.	.	25.4	39.2
	1991	39	28	30	29	35	24	.	.	.	.	26.4	40.6
	1992	51	41	29	25	27	25	22	.	.	.	26.9	41.4
PHILLIPS													
	1989	59	67	41	73	43	36	.	.	.	.	55.6	17.6
	1990	44	67	27	32	49	25	.	.	.	.	38.6	32.7
	1991	25	48	21	38	41	38	.	.	.	.	29.8	39.1
	1992	44	38	29	30	44	34	.	.	.	.	35.2	36.2
ROGERS													
	1989	38	55	18	17	21	24	28	.	.	.	24.7	48.6
	1990	37	25	24	36	17	21	35	.	.	.	24.0	48.3
	1991	34	43	15	29	35	19	45	.	.	.	29.9	41.3
	1992	39	55	26	30	24	25	36	.	.	.	30.6	40.3
ROSENWALD													
	1989	51	78	27	34	23	35	43	.	.	.	39.4	30.3
	1990	44	38	40	35	30	28	32	.	.	.	31.0	35.8
	1991	44	60	41	39	30	28	34	.	.	.	40.2	30.7
	1992	31	51	37	23	21	18	34	.	.	.	28.3	40.8
SCHAUMBURG													
	1989	26	38	43	50	43	42	56	.	.	.	41.5	27.8
	1990	44	43	46	44	45	37	62	.	.	.	44.9	26.0
	1991	30	45	44	49	38	38	54	.	.	.	37.8	27.9
	1992	42	45	42	51	39	31	53	.	.	.	41.6	25.8
SHAW													
	1989	68	49	24	29	26	25	30	.	.	.	30.4	39.7
	1990	65	43	32	33	29	22	32	.	.	.	34.6	37.0
	1991	58	21	33	26	30	24	28	.	.	.	24.7	45.6
	1992	64	24	38	26	32	25	31	.	.	.	28.0	39.4
SHERWOOD FOREST													
	1989	30	42	34	41	43	35	48	.	.	.	36.3	29.8
	1990	49	52	33	56	41	35	63	.	.	.	43.3	23.3
	1991	39	51	42	59	46	42	69	.	.	.	46.1	20.3

	YEAR	GRADES K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	1992	39	43	39	40	40	38	65	.	.	.	45.3	26.3
HEATLEY													
	1989	25	33	25	16	20	28	26	.	.	.	19.0	51.7
	1990	26	43	20	14	27	16	28	.	.	.	20.1	51.2
	1991	29	13	14	38	19	27	25	.	.	.	18.3	51.9
	1992	36	22	32	36	26	24	38	.	.	.	32.3	38.6
HITE													
	1989	48	28	30	56	34	28	27	.	.	.	34.7	34.2
	1990	51	14	27	22	30	14	38	.	.	.	23.5	49.9
	1991	31	11	20	32	29	21	25	.	.	.	19.8	50.3
	1992	71	18	22	23	31	23	22	.	.	.	25.3	50.3
ICKER													
	1989	37	44	36	68	47	28	.	.	.	.	42.3	30.0
	1990	44	40	41	39	43	47	.	.	.	.	42.4	30.8
	1991	37	19	37	32	41	25	.	.	.	.	27.1	37.4
	1992	44	30	22	36	36	24	.	.	.	.	29.3	38.0
ILLIAMS ELEM.													
	1989	28	43	22	60	43	39	.	.	.	.	38.3	32.6
	1990	34	38	30	62	35	22	.	.	.	.	38.0	33.4
	1991	25	53	30	77	31	37	.	.	.	.	38.1	30.2
	1992	26	39	28	50	28	27	.	.	.	.	27.1	40.0
ILSON													
	1989	31	49	22	28	28	27	46	.	.	.	26.9	40.3
	1990	55	52	24	32	25	36	39	.	.	.	30.6	32.3
	1991	44	17	25	26	32	31	41	.	.	.	23.6	41.5
	1992	39	46	29	33	12	43	53	.	.	.	32.5	36.3
NIOR HIGH SCHOOLS													
ELL													
	1989	.	.	.	.	.	.	.	20	21	25	11.2	55.8
	1990	.	.	.	.	.	.	.	18	18	22	8.3	61.3
	1991	.	.	.	.	.	.	.	.	18	25	14.9	54.5
	1992	.	.	.	.	.	.	.	.	23	19	8.5	58.2
APDAU													
	1989	.	.	.	.	.	.	.	75	59	51	66.2	7.7
	1990	.	.	.	.	.	.	.	41	49	54	45.7	18.8
	1991	.	.	.	.	.	.	.	.	31	35	26.3	32.3
	1992	.	.	.	.	.	.	.	.	31	28	19.9	39.0

	YEAR	GRADES K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
COLTON													
	1989	.	.	.	.	.	.	.	21	20	28	13.5	53.0
	1990	.	.	.	.	.	.	.	20	18	24	8.6	61.8
	1991	.	.	.	.	.	.	.	.	19	25	12.1	57.4
	1992	.	.	.	.	.	.	.	.	18	25	9.6	58.7
GREGORY													
	1989	.	.	.	.	.	.	.	35	36	32	28.0	30.2
	1990	.	.	.	.	.	.	.	27	41	30	26.2	35.8
	1991	.	.	.	.	.	.	.	.	31	36	27.7	36.3
	1992	.	.	.	.	.	.	.	.	30	28	21.3	40.0
KARR MAGNET													
	1989	.	.	.	.	.	.	.	39	49	55	44.3	19.3
	1990	.	.	.	.	.	.	.	37	48	46	41.0	22.8
	1991	.	.	.	.	.	.	.	.	49	51	48.1	15.4
	1992	.	.	.	.	.	.	.	.	62	48	56.7	11.9
MCDONOGH NO. 28													
	1989	.	.	.	.	.	.	.	20	18	26	12.8	55.1
	1990	.	.	.	.	.	.	.	20	20	31	13.7	58.4
	1991	.	.	.	.	.	.	.	.	18	30	15.9	55.7
	1992	.	.	.	.	.	.	.	.	23	25	12.1	50.9
PHILLIPS													
	1989	.	.	.	.	.	.	32	19	22	26	12.4	51.8
	1990	.	.	.	.	.	.	42	21	19	17	12.7	53.6
	1991	.	.	.	.	.	.	49	.	17	21	19.1	49.2
	1992	.	.	.	.	.	.	34	.	17	21	15.6	55.9
MIDDLE SCHOOLS													
BEAUREGARD MIDDLE MAGNET													
	1989	.	.	.	.	.	.	.	53	52	.	53.4	12.0
	1990	.	.	.	.	.	.	.	55	58	.	59.0	8.9
	1991	.	.	.	.	.	.	.	.	58	.	62.6	6.2
	1992	.	.	.	.	.	.	.	.	61	.	71.9	5.6
CARVER MIDDLE													
	1989	.	.	.	.	.	.	16	16	20	.	8.2	66.0
	1990	.	.	.	.	.	.	20	16	15	.	9.2	65.1
	1991	.	.	.	.	.	.	20	.	18	.	11.9	60.6
DERHAM													
	1989	.	.	.	.	.	.	16	14	18	.	5.0	69.3

	YEAR	GRADES K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	1990	.	.	.	.	.	.	16	15	18	.	7.1	68.9
	1991	.	.	.	.	.	.	17	.	18	.	8.6	67.5
F.C.WILLIAMS													
	1989	.	.	.	.	.	.	32	29	38	.	26.2	37.0
	1990	.	.	.	.	.	.	32	30	38	.	27.9	33.3
	1991	.	.	.	.	.	.	29	.	33	.	23.4	39.1
	1992	.	.	.	.	.	.	26	.	32	.	26.5	41.9
GREEN													
	1989	.	.	.	.	.	.	25	26	26	.	14.6	47.3
	1990	.	.	.	.	.	.	28	21	28	.	13.8	47.7
	1991	.	.	.	.	.	.	21	•	26	.	11.8	56.2
	1992	.	.	.	.	.	.	22	•	34	.	17.5	45.5
KOHN													
	1989	.	.	.	.	.	.	22	23	22	.	11.9	54.9
	1990	.	.	.	.	.	.	20	14	19	.	9.3	69.3
	1991	.	.	.	.	.	.	17	.	15	.	8.6	68.1
LANDRY MIDDLE													
	1989	.	.	.	.	.	.	.	14	17	.	9.1	67.6
	1990	.	.	.	.	.	.	.	17	17	.	11.2	65.2
	1991	.	.	.	.	.	.	.	.	22	.	10.4	54.9
	1992	.	.	.	.	.	.	.	.	17	.	7.9	68.6
LAWLESS MIDDLE													
	1989	.	.	.	.	.	.	.	22	24	.	13.1	54.0
	1990	.	.	.	.	.	.	.	20	28	.	17.2	51.1
	1991	.	.	.	.	.	.	.	.	26	.	20.1	48.0
	1992	.	.	.	.	.	.	.	.	25	.	15.7	49.8
LIVE OAK													
	1989	.	.	.	.	.	.	19	18	23	.	6.3	62.5
	1990	.	.	.	.	.	.	17	23	19	.	7.1	67.9
	1991	.	.	.	.	.	.	16	.	14	.	7.0	72.0
	1992	.	.	.	.	.	.	20	.	16	.	4.9	66.8
LIVINGSTON													
	1989	.	.	.	.	.	.	30	33	45	.	29.8	32.1
	1990	.	.	.	.	.	.	31	31	40	.	28.0	33.1
	1991	.	.	.	.	.	.	28	.	41	.	27.0	34.9
	1992	.	.	.	.	.	.	28	.	36	.	26.4	39.2
MCMAIN MIDDLE MAGNET													
	1989	.	.	.	.	.	.	.	75	76	.	87.1	1.3

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	YEAR	GRADES K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	1990	.	.	.	.	.	.	.	77	79	.	90.6	0.7
	1991	.	.	.	.	.	.	.	.	82	.	95.3	0.0
	1992	.	.	.	.	.	.	.	.	80	.	92.5	2.0
PETERS													
	1989	.	.	.	.	.	.	22	19	22	.	8.8	56.7
	1990	.	.	.	.	.	.	19	20	25	.	12.7	59.7
	1991	.	.	.	.	.	.	21	.	22	.	8.9	58.5
	1992	.	.	.	.	.	.	20	.	15	.	5.9	68.0
WOODSON													
	1989	.	.	.	.	.	.	23	19	17	.	12.5	60.7
	1990	.	.	.	.	.	.	17	11	18	.	6.9	70.8
	1991	.	.	.	.	.	23	20	.	21	.	10.6	58.7
	1992	.	.	.	.	.	.	20	.	15	.	8.0	66.6
WRIGHT													
	1989	.	.	.	.	.	.	25	27	24	.	17.1	48.1
	1990	.	.	.	.	.	.	28	25	26	.	15.3	46.3
	1991	.	.	.	.	.	.	28	.	25	.	17.9	48.7
	1992	.	.	.	.	.	.	24	.	22	.	12.4	53.9
SENIOR HIGH SCHOOLS													
ABRAMSON													
	1989	.	.	.	.	.	.	.	.	.	28	32.1	33.6
	1990	.	.	.	.	.	.	.	.	.	30	23.2	40.2
	1991	.	.	.	.	.	.	.	.	.	31	28.5	35.9
	1992	.	.	.	.	.	.	.	.	.	28	23.7	41.9
B.T. WASHINGTON													
	1989	.	.	.	.	.	.	.	.	.	20	7.1	59.5
	1990	.	.	.	.	.	.	.	.	.	16	6.8	68.9
	1991	.	.	.	.	.	.	.	.	.	21	5.6	58.4
	1992	.	.	.	.	.	.	.	.	6	15	2.5	80.2
BEN FRANKLIN SENIOR													
	1989	.	.	.	.	.	.	.	.	.	91	99.8	0.2
	1990	.	.	.	.	.	.	.	.	.	91	100.0	0.0
	1991	.	.	.	.	.	.	.	.	.	92	98.6	0.0
	1992	.	.	.	.	.	.	.	.	.	89	99.0	0.0
CARVER SENIOR													
	1989	.	.	.	.	.	.	.	.	.	19	5.5	71.4
	1990	.	.	.	.	.	.	.	.	.	19	6.9	60.7

	YEAR	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
		GRADES											
	1991	.	.	.	.	.	.	.	.	.	15	5.1	63.1
	1992	.	.	.	.	.	.	.	.	15	16	8.6	67.4
CLARK													
	1989	.	.	.	.	.	.	.	.	.	47	13.0	60.0
	1990	.	.	.	.	.	.	.	.	.	35	20.8	41.7
	1991	.	.	.	.	.	.	.	.	.	39	42.1	15.8
	1992	.	.	.	.	.	.	.	.	.	40	37.5	12.5
COHEN													
	1989	.	.	.	.	.	.	.	.	.	18	8.4	62.8
	1990	.	.	.	.	.	.	.	.	.	20	9.8	59.6
	1991	.	.	.	.	.	.	.	.	.	21	6.0	53.0
	1992	.	.	.	.	.	.	.	.	.	16	6.6	66.5
EASTON													
	1989	.	.	.	.	.	.	.	.	.	34	29.4	27.7
	1990	.	.	.	.	.	.	.	.	.	34	25.9	29.7
	1991	.	.	.	.	.	.	.	.	.	40	33.1	18.6
	1992	.	.	.	.	.	.	.	.	.	36	30.6	27.5
FORTIER													
	1989	.	.	.	.	.	.	.	.	.	20	9.2	60.7
	1990	.	.	.	.	.	.	.	.	.	22	7.8	52.8
	1991	.	.	.	.	.	.	.	.	.	17	6.8	62.7
	1992	.	.	.	.	.	.	.	.	.	22	11.9	53.4
KENNEDY													
	1989	.	.	.	.	.	.	.	.	.	47	28.8	34.5
	1990	.	.	.	.	.	.	.	.	.	39	31.5	20.5
	1991	.	.	.	.	.	.	.	.	.	39	26.9	23.9
	1992	.	.	.	.	.	.	.	.	.	36	26.3	28.5
LANDRY SENIOR													
	1989	.	.	.	.	.	.	.	.	.	22	12.1	57.7
	1990	.	.	.	.	.	.	.	.	.	25	16.9	50.0
	1991	.	.	.	.	.	.	.	.	.	20	14.2	57.5
	1992	.	.	.	.	.	.	.	.	.	21	15.7	57.9
LAWLESS SENIOR													
	1989	.	.	.	.	.	.	.	.	.	21	18.9	50.8
	1990	.	.	.	.	.	.	.	.	.	21	13.6	53.1
	1991	.	.	.	.	.	.	.	.	.	36	19.9	30.1
	1992	.	.	.	.	.	.	.	.	.	28	17.5	42.2

	YEAR	GRADES K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
MCDONOGH NO. 35													
	1989	.	.	.	.	.	.	.	.	.	55	63.7	4.4
	1990	.	.	.	.	.	.	.	.	.	56	63.1	3.6
	1991	.	.	.	.	.	.	.	.	.	58	65.9	2.6
	1992	.	.	.	.	.	.	.	.	.	56	65.0	1.4
MCDONOGH SENIOR													
	1989	.	.	.	.	.	.	.	.	.	35	14.5	53.4
	1990	.	.	.	.	.	.	.	.	.	31	26.5	38.8
	1991	.	.	.	.	.	.	.	.	.	32	21.9	35.6
	1992	.	.	.	.	.	.	.	.	.	37	31.0	41.4
MCMAIN SENIOR MAGNET													
	1989	.	.	.	.	.	.	.	.	.	75	87.0	1.7
	1990	.	.	.	.	.	.	.	.	.	74	91.9	0.8
	1991	.	.	.	.	.	.	.	.	.	75	89.9	0.5
	1992	.	.	.	.	.	.	.	.	.	77	87.9	0.0
NICHOLLS													
	1989	.	.	.	.	.	.	.	.	.	21	10.2	61.9
	1990	.	.	.	.	.	.	.	.	.	24	11.6	50.9
	1991	.	.	.	.	.	.	.	.	.	22	15.1	55.9
	1992	.	.	.	.	.	.	.	.	.	19	11.1	61.9
RABOUIN													
	1989	.	.	.	.	.	.	.	.	.	25	15.4	53.3
	1990	.	.	.	.	.	.	.	.	.	28	13.0	40.4
	1991	.	.	.	.	.	.	.	.	.	27	9.7	41.8
	1992	.	.	.	.	.	.	.	.	.	27	15.8	40.6
S.T. REED													
	1989	.	.	.	.	.	.	.	.	.	28	21.2	45.2
	1990	.	.	.	.	.	.	.	.	.	26	17.2	45.6
	1991	.	.	.	.	.	.	.	.	.	25	14.3	47.8
	1992	.	.	.	.	.	.	.	.	.	19	11.7	54.8
WALKER													
	1989	.	.	.	.	.	.	.	.	.	32	33.6	32.0
	1990	.	.	.	.	.	.	.	.	.	36	31.8	32.6
	1991	.	.	.	.	.	.	.	.	.	32	20.6	31.9
	1992	.	.	.	.	.	.	.	.	.	27	20.9	38.8
SPECIAL SCHOOLS													
FREDERICK ELEM (ESC)													
	1989	.	.	.	.	.	.	14	14	11	.	2.4	84.5

	YEAR	GRADES K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	1990	.	.	.	.	.	.	13	16	18	.	8.3	69.8
	1991	.	.	.	.	.	.	.	.	12	.	0.0	0.0
PRIESTLEY (ESC)													
	1989	.	.	.	.	.	.	.	.	.	14	2.9	82.9
	1990	.	.	.	.	.	.	.	.	.	27	7.7	38.5
	1992	.	.	.	.	.	.	5	.	14	20	3.2	71.0

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APPENDIX B

1989, 1990, 1991 AND 1992 CAT MEDIAN NATIONAL PERCENTILES

IN TOTAL MATHEMATICS BY SCHOOL AND GRADE

1989, 1990, 1991 & 1992 MEDIAN NATIONAL PERCENTILES IN TOTAL MATH
BY SCHOOL AND GRADE

		GRADES									PERCENT OF ALL STUDENTS AT OR ABOVE 50TH	PERCENT OF ALL STUDENTS BELOW 25TH
	YEAR	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENTILE	PERCENTILE
LEMENTARY SCHOOLS												
ABRAMS												
	1989	29	28	60	27	36	.	.	.	.	35.5	40.9
	1990	30	34	36	35	28	.	.	.	.	35.4	40.2
	1991	29	45	29	32	35	.	.	.	.	35.7	38.6
	1992	62	27	49	25	28	.	.	.	.	36.7	36.7
ALLEN												
	1989	60	51	49	46	69	71	.	.	.	59.6	15.4
	1990	74	47	35	54	42	79	.	.	.	57.3	15.1
	1991	63	44	48	41	67	71	.	.	.	59.8	14.0
	1992	67	52	60	49	50	68	.	.	.	58.1	14.0
AUDUBON MONTESSORI												
	1989	44	69	67	56	65	55	42	39	.	58.3	13.9
	1990	52	73	84	73	73	81	70	55	.	73.0	9.8
	1991	52	64	83	77	67	67	.	76	.	70.1	12.4
	1992	52	54	71	68	86	74	.	59	.	65.6	16.4
BAUDUIT												
	1989	60	60	75	40	33	.	.	.	.	56.8	18.8
	1990	68	58	44	22	41	.	.	.	.	45.2	32.1
	1991	49	41	34	40	28	.	.	.	.	31.3	35.8
	1992	33	28	10	23	24	.	.	.	.	23.5	51.2
BEHRMAN												
	1989	82	56	27	26	35	32	.	.	.	37.3	35.0
	1990	63	36	36	34	28	30	.	.	.	34.7	33.6
	1991	59	39	39	25	34	36	.	.	.	38.8	34.8
	1992	21	17	42	23	29	48	.	.	.	29.7	44.8
BEN FRANKLIN ELEM.												
	1989	.	.	.	.	.	.	.	.	.	.	.
	1990	91	78	84	.	.	.	.	.	.	91.7	1.0
	1991	96	84	83	85	.	.	.	.	.	93.0	0.7
	1992	96	78	93	84	86	.	.	.	.	91.8	1.0
BENJAMIN												
	1989	34	30	19	21	56	41	.	.	.	26.3	41.1
	1990	54	38	25	39	29	34	.	.	.	30.7	35.1
	1991	60	27	25	19	42	37	.	.	.	37.1	33.1
	1992	49	30	42	17	33	59	.	.	.	35.7	36.8

		GRADES								PERCENT OF ALL STUDENTS AT OR ABOVE 50TH	PERCENT OF ALL STUDENTS BELOW 25TH
	YEAR	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENTILE	PERCENTILE
BIENVILLE												
	1989	56	37	49	23	50	71	.	.	.	50.8	30.6
	1990	41	46	39	34	37	49	.	.	.	42.5	27.8
	1991	54	32	40	40	58	62	.	.	.	48.9	26.6
	1992	61	36	12	45	56	46	.	.	.	44.4	28.4
BORE												
	1989	58	39	42	51	61	67	.	.	.	50.4	24.9
	1990	52	28	37	43	61	81	.	.	.	49.2	24.5
	1991	49	52	41	51	49	63	.	.	.	50.8	25.0
	1992	36	34	49	46	53	70	.	.	.	46.8	27.0
BRADLEY												
	1989	49	23	36	37	31	41	.	.	.	33.8	36.0
	1990	46	17	28	43	29	47	.	.	.	33.0	36.8
	1991	60	38	37	51	53	66	.	.	.	50.3	25.4
	1992	43	36	59	45	52	71	.	.	.	50.9	20.9
CHESTER												
	1989	43	14	58	50	28	.	.	.	.	38.5	37.8
	1990	24	47	39	35	25	.	.	.	.	34.9	41.1
	1991	61	28	22	26	.	.	.	.	.	36.6	38.3
	1992	34	21	32	32	17	.	.	.	.	29.0	44.8
CLAIBORNE												
	1989	52	62	68	63	81	63	.	.	.	65.7	16.2
	1990	56	67	73	47	63	67	.	.	.	61.3	16.2
	1991	58	33	60	55	54	56	.	.	.	54.2	21.0
	1992	61	54	46	51	68	53	.	.	.	57.5	16.1
COGHILL												
	1989	41	32	40	47	37	59	.	.	.	43.3	27.0
	1990	24	25	80	68	24	63	.	.	.	48.4	30.6
	1991	20	21	55	43	28	29	.	.	.	32.5	40.1
	1992	48	8	49	49	44	41	.	.	.	38.4	34.6
COUVENT												
	1989	56	58	48	48	26	68	.	.	.	48.7	27.2
	1990	41	57	33	81	35	32	.	.	.	39.8	26.9
	1991	35	42	24	24	65	43	.	.	.	39.0	36.1
	1992	46	46	13	18	37	26	.	.	.	32.9	41.7
CRAIG												
	1989	20	34	60	43	33	30	.	.	.	34.9	38.1
	1990	36	34	27	38	43	37	.	.	.	35.9	34.2
	1991	31	33	22	51	37	39	.	.	.	39.5	37.0

		GRADES								PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	YEAR	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH		
CROCKER	1992	37	31	43	44	31	41	.	.	.	36.7	36.9
	1989	60	37	23	36	33	.	.	.	.	40.2	37.0
	1990	52	21	13	48	33	.	.	.	.	33.6	40.3
	1991	44	33	17	36	37	.	.	.	.	32.8	39.3
CROSSMAN	1992	54	33	22	27	35	.	.	.	.	35.1	39.2
	1989	40	24	18	40	53	61	.	.	.	39.4	28.5
	1990	60	30	39	38	44	71	.	.	.	43.6	26.0
	1991	28	13	44	29	65	51	.	.	.	40.3	33.3
DANNEEL	1992	22	21	30	39	42	53	.	.	.	36.6	36.1
	1989	11	18	8	12	14	22	21	22	.	14.1	64.5
	1990	21	10	13	22	19	30	23	15	.	14.3	57.5
	1991	30	16	8	21	31	12	.	15	.	20.0	57.0
DAVIS	1992	10	5	10	27	25	24	.	18	.	14.9	62.9
	1989	49	46	38	46	47	.	.	.	.	45.0	24.4
	1990	52	28	51	35	56	.	.	.	.	45.7	25.1
	1991	38	49	30	39	44	.	.	.	.	37.9	30.4
DIBERT	1992	43	59	39	40	49	.	.	.	.	43.7	26.3
	1989	61	60	45	36	55	41	.	.	.	52.3	21.0
	1990	51	73	59	50	52	66	.	.	.	59.2	16.6
	1991	58	66	52	54	40	69	.	.	.	56.7	18.0
DUNBAR	1992	56	62	56	45	42	37	.	.	.	56.3	19.3
	1989	41	22	39	32	36	35	.	.	.	30.1	36.0
	1990	26	9	30	51	40	35	.	.	.	31.0	36.2
	1991	22	66	37	30	60	32	.	.	.	35.2	36.2
EDISON	1992	46	29	21	28	37	46	.	.	.	30.3	39.1
	1989	52	34	40	27	35	37	.	.	.	37.1	32.4
	1990	38	18	29	36	32	33	.	.	.	29.7	41.7
	1991	49	38	26	32	33	32	.	.	.	29.7	36.3
EDWARDS	1992	44	26	29	31	33	34	.	.	.	33.1	35.9
	1989	24	22	67	24	28	.	.	.	.	28.6	44.4

	YEAR	GRADES 1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	1990	17	28	17	27	25	.	.	.	.	23.3	52.9
	1991	14	21	12	17	28	.	.	.	.	19.9	59.8
	1992	14	35	14	15	18	22	.	.	.	16.9	58.6
EISENHOWER												
	1989	56	50	61	61	64	84	.	.	.	63.2	14.4
	1990	62	53	58	66	67	89	42	.	.	68.4	11.8
	1991	48	49	59	72	76	91	.	.	.	67.6	12.8
	1992	63	65	65	63	65	92	.	.	.	71.6	12.2
FISCHER												
	1989	25	47	75	46	40	50	.	.	.	49.0	30.6
	1990	52	39	40	21	30	58	.	.	.	37.6	33.7
	1991	52	46	30	27	39	43	.	.	.	40.3	32.5
	1992	32	28	25	18	54	20	.	.	.	27.1	47.7
FISK-HOWARD												
	1989	58	29	55	73	37	.	.	.	.	47.2	27.6
	1990	58	39	26	52	27	.	.	.	.	41.4	34.1
	1991	63	39	39	39	29	.	.	.	.	42.5	33.8
	1992	59	35	56	39	28	.	.	.	.	45.2	31.2
FRANTZ												
	1989	37	13	38	15	23	.	.	.	.	23.7	51.6
	1990	36	22	37	36	27	.	.	.	.	28.0	42.6
	1991	33	24	14	41	32	.	.	.	.	29.0	43.5
	1992	40	36	26	26	44	36	.	.	.	31.4	37.1
G. WASHINGTON												
	1989	40	42	61	24	31	.	.	.	.	39.6	36.8
	1990	32	33	51	26	38	.	.	.	.	35.3	38.8
	1991	49	48	42	26	44	.	.	.	.	42.2	31.5
	1992	44	28	27	28	29	27	.	.	.	30.5	41.1
GAUDET												
	1989	58	51	60	50	45	50	.	.	.	53.5	19.5
	1990	53	51	25	43	38	45	.	.	.	40.7	33.9
	1991	57	46	31	41	38	36	.	.	.	39.9	32.0
	1992	44	37	32	39	36	41	.	.	.	35.7	36.7
GAYARRE												
	1989	46	35	25	26	32	36	.	.	.	27.5	41.0
	1990	27	30	20	27	16	27	.	.	.	17.3	49.5
	1991	33	43	20	28	37	33	.	.	.	27.8	41.8
	1992	38	27	17	22	32	36	.	.	.	25.4	40.8

	YEAR	GRADES 1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
GENTILLY TERRACE												
	1989	49	67	76	62	46	69	.	.	.	62.3	13.3
	1990	60	62	64	63	67	53	.	.	.	63.6	12.1
	1991	68	59	59	56	61	58	.	.	.	62.2	11.0
	1992	45	57	48	57	48	53	.	.	.	52.0	20.1
GORDON												
	1989	94	91	78	67	80	77	.	.	.	85.7	2.1
	1990	86	86	75	83	68	89	.	.	.	83.8	3.2
	1991	86	88	79	66	76	73	.	.	.	85.4	3.7
	1992	91	74	81	71	61	78	.	.	.	78.5	6.1
GUSTE												
	1989	33	37	49	31	27	.	.	.	.	31.6	34.0
	1990	46	28	50	35	34	.	.	.	.	39.2	36.3
	1991	46	14	46	34	40	.	.	.	.	33.9	37.4
	1992	24	26	36	40	31	.	.	.	.	32.2	44.3
HABANS												
	1989	58	33	74	53	62	63	.	.	.	61.5	13.9
	1990	65	46	61	63	69	65	.	.	.	66.4	13.0
	1991	67	57	61	53	65	73	.	.	.	66.6	10.2
	1992	49	52	68	56	54	66	.	.	.	64.3	12.5
HARDIN												
	1989	23	48	42	33	34	43	.	.	.	35.1	38.8
	1990	21	40	26	39	42	39	.	.	.	30.6	38.0
	1991	13	34	33	35	56	30	.	.	.	30.6	39.4
	1992	25	31	30	40	38	36	.	.	.	31.6	38.0
HARNEY												
	1989	26	28	63	33	40	.	.	.	.	33.5	33.0
	1990	36	27	40	49	28	.	.	.	.	30.7	35.8
	1991	41	43	51	88	33	.	.	.	.	46.1	29.0
HARTE												
	1989	98	98	99	91	97	96	.	.	.	91.7	2.5
	1990	99	98	99	99	99	99	.	.	.	91.1	2.6
	1991	85	84	81	76	93	84	.	.	.	85.1	3.3
	1992	75	94	87	80	91	80	.	.	.	88.8	2.6
HENDERSON												
	1989	56	46	49	32	50	53	.	.	.	48.0	20.0
	1990	39	23	57	41	35	33	.	.	.	34.3	39.1
	1991	36	38	73	50	46	29	.	.	.	46.2	22.4

	YEAR	GRADES 1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	1992	49	45	48	27	31	35	.	.	.	38.9	32.4
HOFFMAN												
	1989	69	58	12	24	39	.	.	.	.	37.8	35.7
	1990	30	46	30	55	32	.	.	.	.	36.5	36.1
	1991	25	15	18	60	40	.	.	.	.	32.3	42.4
	1992	45	55	19	43	51	.	.	.	.	40.8	36.1
HYNES												
	1989	75	75	76	75	63	77	.	.	.	77.0	7.9
	1990	81	78	76	60	86	83	.	.	.	77.7	7.5
	1991	85	76	84	69	82	77	.	.	.	82.0	6.0
	1992	88	77	84	75	82	80	.	.	.	80.2	6.0
JACKSON												
	1989	17	12	42	44	22	.	.	.	.	24.8	50.7
	1990	44	43	49	27	80	.	.	.	.	51.6	26.2
	1991	50	25	46	25	58	.	.	.	.	38.7	31.9
	1992	88	11	50	32	68	.	.	.	.	52.4	26.2
JOHNSON												
	1989	27	30	42	27	29	54	.	.	.	32.1	36.9
	1990	23	21	24	23	26	41	.	.	.	21.6	48.9
	1991	49	30	46	22	46	48	.	.	.	40.4	33.8
	1992	29	24	34	27	29	33	.	.	.	23.9	42.9
JONES												
	1989	29	36	40	41	55	49	.	.	.	41.2	30.2
	1990	40	33	41	51	58	51	.	.	.	46.0	26.4
	1991	36	45	51	48	64	46	.	.	.	49.0	25.6
	1992	29	32	46	43	49	48	.	.	.	41.2	28.7
LAFAYETTE												
	1989	36	24	37	32	35	40	.	.	.	29.5	36.1
	1990	36	30	26	35	27	42	.	.	.	28.2	37.6
	1991	26	31	22	27	35	39	.	.	.	30.1	41.6
	1992	37	40	22	30	32	41	.	.	.	32.6	39.0
LAFON												
	1989	33	28	59	21	19	.	.	.	.	33.8	47.3
	1990	22	20	43	25	21	.	.	.	.	27.8	49.4
	1991	13	11	15	24	15	.	.	.	.	15.7	62.4
	1992	24	24	20	15	18	.	.	.	.	21.1	57.2
LAKE FOREST MONTESSORI												
	1989	62	22	.	.	.	.	.	.	.	45.8	25.3

		GRADES								PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	YEAR	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH		
	1990	52	26	51	.	.	.	.	.	.	47.7	28.1
	1991	75	76	55	43	.	.	.	.	.	64.4	13.3
	1992	64	84	64	49	56	.	.	.	.	68.3	10.7
AUREL												
	1989	28	32	29	23	26	.	.	.	.	28.0	47.1
	1990	56	22	21	35	18	.	.	.	.	30.1	43.5
	1991	36	21	20	22	37	.	.	.	.	26.9	47.6
	1992	17	26	19	19	27	.	.	.	.	22.3	54.2
AWLESS												
	1989	26	9	28	18	22	26	.	.	.	20.7	52.9
	1990	19	20	17	39	26	34	.	.	.	20.9	48.4
	1991	19	22	30	39	24	36	.	.	.	20.7	46.4
	1992	28	12	25	45	23	27	.	.	.	18.7	46.9
EE												
	1989	54	21	30	21	24	.	.	.	.	27.0	45.3
	1990	44	14	22	43	22	.	.	.	.	28.5	47.4
	1991	46	21	15	34	36	.	.	.	.	30.6	41.6
	1992	48	21	43	40	27	.	.	.	.	33.6	38.4
EWIS												
	1989	59	40	44	21	72	.	.	.	.	46.3	28.0
	1990	55	30	23	60	66	.	.	.	.	47.4	28.3
	1991	60	24	61	41	62	.	.	.	.	49.4	23.4
	1992	53	26	66	33	70	.	.	.	.	43.2	28.0
ITTLE WOODS												
	1989	60	28	28	30	31	46	.	.	.	36.2	36.5
	1990	71	40	31	34	35	56	.	.	.	39.7	31.0
	1991	69	20	26	39	36	62	.	.	.	42.5	32.5
	1992	69	17	38	42	39	49	.	.	.	44.0	33.6
OCKETT												
	1989	43	14	29	17	19	.	.	.	.	22.1	50.3
	1990	64	25	18	25	26	.	.	.	.	29.8	45.3
	1991	65	20	18	32	19	.	.	.	.	32.1	45.9
	1992	30	21	17	23	19	27	.	.	.	23.9	51.5
USHER												
	1989	80	77	84	66	85	88	.	.	.	84.9	3.1
	1990	86	84	81	72	67	91	.	.	.	82.8	5.5
	1991	89	84	89	76	76	83	.	.	.	83.1	3.7
	1992	79	78	76	80	80	94	.	81	.	82.7	5.8

		GRADES								PERCENT OF ALL STUDENTS AT OR ABOVE 50TH	PERCENT OF ALL STUDENTS BELOW 25TH
	YEAR	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENTILE	PERCENTILE
MCDONOGH NO. 07												
	1989	69	52	35	18	34	42	.	.	.	41.0	29.9
	1990	50	55	28	19	42	44	.	.	.	35.8	35.8
	1991	56	57	30	14	24	44	.	.	.	34.8	32.8
	1992	59	56	17	17	28	35	.	.	.	32.0	42.2
MCDONOGH NO. 15												
	1989	69	65	65	43	63	71	.	.	.	60.0	20.0
	1990	67	61	32	31	62	55	.	.	.	49.8	25.1
	1991	48	50	46	43	45	75	.	.	.	51.5	27.3
	1992	67	44	33	41	41	44	.	.	.	48.5	29.2
MCDONOGH NO. 19												
	1989	22	12	22	17	30	28	.	.	.	20.9	54.1
	1990	13	7	20	18	11	23	.	.	.	15.8	65.9
	1991	19	19	19	17	24	18	.	.	.	13.7	59.5
	1992	34	16	22	22	27	29	.	.	.	21.5	48.6
MCDONOGH NO. 24												
	1989	10	16	11	9	22	27	.	.	.	12.8	67.6
	1990	52	13	26	20	22	30	.	.	.	15.4	51.7
	1991	24	12	32	22	24	35	.	.	.	27.8	45.1
	1992	35	28	41	17	30	43	.	.	.	24.5	44.1
MCDONOGH NO. 31												
	1989	44	26	14	46	35	33	.	.	.	30.7	39.3
	1990	27	39	39	26	46	35	.	.	.	30.6	38.5
	1991	24	26	20	40	22	40	.	.	.	28.9	44.8
	1992	33	13	22	34	27	41	.	.	.	26.2	44.6
MCDONOGH NO. 32												
	1989	56	48	69	40	49	34	.	.	.	46.5	28.9
	1990	44	48	35	28	20	27	.	.	.	32.4	39.7
	1991	30	55	49	28	41	32	.	.	.	35.9	36.5
	1992	29	12	40	32	26	25	.	.	.	28.6	43.9
MCDONOGH NO. 36												
	1989	27	16	36	26	45	.	.	.	.	29.4	44.8
	1990	47	32	30	25	35	.	.	.	.	35.9	37.2
	1991	52	24	46	31	35	.	.	.	.	38.2	36.3
	1992	15	28	39	22	31	.	.	.	.	29.3	48.2
MCDONOGH NO. 38												
	1989	28	30	45	27	21	34	.	.	.	28.4	41.1
	1990	42	31	45	29	27	40	.	.	.	32.1	35.7

	YEAR	GRADES 1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	1991	49	28	34	27	22	27	.	.	.	29.5	43.6
	1992	60	40	38	28	20	27	.	.	.	32.7	38.4
MCDONOGH NO. 39												
	1989	39	52	59	52	52	73	.	.	.	55.6	17.6
	1990	53	32	59	44	56	54	.	.	.	49.5	23.9
	1991	56	37	67	49	51	63	.	.	.	53.0	16.7
	1992	47	46	58	39	49	49	.	.	.	48.1	24.1
MCDONOGH NO. 40												
	1989	34	46	13	32	41	38	.	.	.	33.1	38.8
	1990	79	62	51	36	44	.	.	.	.	53.3	23.0
	1991	56	21	42	61	48	.	.	.	.	45.4	26.2
	1992	60	28	33	48	38	.	.	.	.	38.6	28.1
MCDONOGH NO. 42												
	1989	44	62	59	53	33	50	.	.	.	50.9	22.4
	1990	55	59	46	46	32	37	.	.	.	41.4	24.8
	1991	52	46	41	38	39	48	.	.	.	44.3	27.9
	1992	48	42	46	48	39	38	.	.	.	41.6	29.2
MEYER												
	1989	51	62	51	33	23	42	.	.	.	43.3	30.9
	1990	52	49	34	24	23	41	.	.	.	35.1	37.2
	1991	53	55	27	54	38	36	.	.	.	43.0	28.8
	1992	55	52	55	42	36	62	.	.	.	51.8	24.6
MOTON												
	1989	63	11	42	11	11	.	.	.	.	24.7	58.2
	1990	58	22	43	21	14	.	.	.	.	33.3	45.5
	1991	36	17	38	15	14	.	.	.	.	23.8	55.4
	1992	32	16	40	14	14	13	.	.	.	18.6	58.5
N.O. FREE SCHOOL												
	1989	49	20	21	20	25	50	49	40	.	35.3	35.3
	1990	56	19	44	18	21	55	61	49	.	40.2	32.6
	1991	53	27	32	16	28	34	.	52	.	36.4	37.8
	1992	24	58	35	45	47	61	.	46	.	45.2	20.3
NELSON												
	1989	63	47	39	47	21	34	.	.	.	41.4	33.3
	1990	60	66	24	21	24	40	.	.	.	36.9	40.0
	1991	57	44	28	15	15	30	.	.	.	29.9	44.5
	1992	79	62	20	16	18	25	.	.	.	35.0	43.7

		GRADES									PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	YEAR	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH		
OSBORNE												
	1989	71	47	52	38	51	80	.	.	.	52.5	20.3
	1990	71	52	39	46	42	71	.	.	.	50.8	22.0
	1991	57	58	56	36	50	58	.	.	.	52.0	21.0
	1992	68	26	45	49	46	61	.	.	.	48.8	24.7
PALMER												
	1989	52	46	24	20	32	.	.	.	.	34.5	42.3
	1990	34	43	22	23	38	.	.	.	.	34.1	39.3
	1991	32	48	25	42	42	.	.	.	.	38.7	32.5
	1992	43	45	22	35	40	30	.	.	.	34.0	35.5
PHILLIPS												
	1989	70	48	74	35	35	.	.	.	.	53.6	24.4
	1990	58	28	36	39	35	.	.	.	.	41.8	30.4
	1991	47	16	36	33	31	.	.	.	.	33.6	40.5
	1992	21	26	28	31	32	.	.	.	.	26.4	47.3
ROGERS												
	1989	52	21	16	16	26	49	.	.	.	26.2	48.5
	1990	31	28	34	16	32	43	.	.	.	29.5	42.3
	1991	58	36	34	39	27	56	.	.	.	41.2	30.9
	1992	57	44	32	36	55	52	.	.	.	44.2	24.3
ROSENWALD												
	1989	88	24	58	26	54	49	.	.	.	48.5	24.0
	1990	46	47	40	36	37	41	.	.	.	42.4	31.9
	1991	49	46	43	39	37	42	.	.	.	40.2	28.4
	1992	56	38	27	20	17	34	.	.	.	33.0	42.8
SCHAUMBURG												
	1989	36	35	55	46	42	53	.	.	.	43.1	25.9
	1990	31	55	49	52	40	53	.	.	.	44.7	24.7
	1991	41	36	55	38	44	51	.	.	.	41.8	26.4
	1992	43	46	51	49	36	49	.	.	.	44.3	27.0
SHAW												
	1989	53	44	29	26	35	35	.	.	.	35.8	35.1
	1990	49	46	31	23	35	36	.	.	.	31.9	34.2
	1991	35	42	37	29	35	36	.	.	.	30.1	33.8
	1992	31	54	37	33	32	36	.	.	.	35.9	32.3
SHERWOOD FOREST												
	1989	68	72	53	58	63	56	.	.	.	65.6	16.6
	1990	63	64	70	59	61	77	.	.	.	65.0	15.0
	1991	59	67	87	71	68	80	.	.	.	74.3	12.2

		GRADES								PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	YEAR	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH		
	1992	49	68	67	62	67	75	.	.	.	63.5	16.7
WHEATLEY												
	1989	28	31	11	22	33	30	.	.	.	25.6	47.1
	1990	49	29	16	33	21	37	.	.	.	28.8	44.2
	1991	28	35	24	22	38	26	.	.	.	24.6	46.2
	1992	30	51	43	25	32	41	.	.	.	40.0	31.5
WHITE												
	1989	29	61	61	29	39	26	.	.	.	39.7	34.1
	1990	15	25	21	25	18	36	.	.	.	22.5	52.8
	1991	16	15	19	28	21	33	.	.	.	20.1	49.0
	1992	12	21	33	27	28	22	.	.	.	20.2	57.0
WICKER												
	1989	59	50	90	36	40	.	.	.	.	51.4	27.2
	1990	31	58	59	43	45	.	.	.	.	46.6	26.5
	1991	28	45	42	46	42	.	.	.	.	42.5	31.5
	1992	34	20	42	38	40	.	.	.	.	33.8	35.9
WILLIAMS ELEM.												
	1989	48	11	76	32	55	.	.	.	.	46.3	33.1
	1990	36	47	66	23	23	.	.	.	.	40.8	38.1
	1991	44	38	85	18	37	.	.	.	.	45.4	34.0
	1992	20	28	74	26	27	.	.	.	.	30.2	43.3
WILSON												
	1989	53	37	35	35	38	36	.	.	.	36.6	28.3
	1990	35	36	36	25	44	35	.	.	.	30.2	36.2
	1991	15	49	28	34	35	61	.	.	.	33.6	34.2
	1992	56	28	26	24	56	49	.	.	.	36.5	34.7
JUNIOR HIGH SCHOOLS												
BELL												
	1989	.	.	.	.	.	.	28	31	28	20.0	41.0
	1990	.	.	.	.	.	.	22	23	26	15.4	51.6
	1991	.	.	.	.	.	.	.	25	25	17.3	50.0
	1992	.	.	.	.	.	.	.	25	22	13.6	52.2
CAPDAU												
	1989	.	.	.	.	.	.	67	62	77	73.1	6.5
	1990	.	.	.	.	.	.	49	53	62	57.8	11.2
	1991	.	.	.	.	.	.	.	41	46	37.5	22.6
	1992	.	.	.	.	.	.	.	42	46	40.2	24.0

		GRADES								PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	YEAR	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH		
COLTON												
	1989	.	.	.	.	.	.	26	27	29	18.3	43.2
	1990	.	.	.	.	.	.	34	24	28	19.8	42.1
	1991	.	.	.	.	.	.	.	32	28	16.0	42.4
	1992	.	.	.	.	.	.	.	17	26	10.3	59.2
GREGORY												
	1989	.	.	.	.	.	.	44	39	32	31.3	28.5
	1990	.	.	.	.	.	.	42	33	32	29.6	33.6
	1991	.	.	.	.	.	.	.	32	35	24.0	33.0
	1992	.	.	.	.	.	.	.	28	31	20.1	40.9
KARR MAGNET												
	1989	.	.	.	.	.	.	56	58	56	57.1	13.5
	1990	.	.	.	.	.	.	49	52	54	52.0	19.3
	1991	.	.	.	.	.	.	.	53	49	50.5	12.8
	1992	.	.	.	.	.	.	.	77	55	71.1	4.8
MCDONOGH NO. 28												
	1989	.	.	.	.	.	.	31	31	29	20.1	37.9
	1990	.	.	.	.	.	.	26	31	36	20.9	43.3
	1991	.	.	.	.	.	.	.	31	24	19.9	44.4
	1992	.	.	.	.	.	.	.	28	24	14.1	44.1
PHILLIPS												
	1989	.	.	.	.	.	27	25	28	28	15.8	45.1
	1990	.	.	.	.	.	29	29	19	27	14.4	49.3
	1991	.	.	.	.	.	23	.	26	19	11.7	54.4
	1992	.	.	.	.	.	23	.	19	21	9.1	59.1
MIDDLE SCHOOLS												
BEAUREGARD MIDDLE MAGNET												
	1989	.	.	.	.	.	.	58	57	.	61.1	10.1
	1990	.	.	.	.	.	.	62	46	.	56.8	10.8
	1991	.	.	.	.	.	.	.	53	.	54.1	11.8
	1992	.	.	.	.	.	.	.	59	.	66.7	3.3
CARVER MIDDLE												
	1989	.	.	.	.	.	22	28	25	.	16.1	47.9
	1990	.	.	.	.	.	19	25	23	.	10.6	54.5
	1991	.	.	.	.	.	23	.	22	.	13.0	53.8
DERHAM												
	1989	.	.	.	.	.	22	33	28	.	14.9	44.9

		GRADES									PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	YEAR	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH		
	1990	.	.	.	.	.	22	26	26	.	9.8	50.8
	1991	.	.	.	.	.	25	.	20	.	8.2	51.0
F.C.WILLIAMS												
	1989	.	.	.	.	.	35	40	49	.	38.2	28.2
	1990	.	.	.	.	.	43	42	37	.	40.5	28.3
	1991	.	.	.	.	.	38	.	35	.	35.0	32.6
	1992	.	.	.	.	.	33	.	36	.	34.0	33.7
GREEN												
	1989	.	.	.	.	.	38	39	35	.	27.7	29.9
	1990	.	.	.	.	.	31	29	31	.	21.9	38.7
	1991	.	.	.	.	.	26	.	39	.	23.1	35.3
	1992	.	.	.	.	.	29	.	36	.	19.3	30.4
KOHN												
	1989	.	.	.	.	.	24	25	26	.	15.0	47.8
	1990	.	.	.	.	.	21	22	24	.	9.2	55.9
	1991	.	.	.	.	.	20	.	20	.	9.1	61.3
LANDRY MIDDLE												
	1989	.	.	.	.	.	.	22	22	.	11.3	54.8
	1990	.	.	.	.	.	.	30	22	.	19.5	49.6
	1991	.	.	.	.	.	.	.	28	.	18.2	44.4
	1992	.	.	.	.	.	.	.	19	.	7.8	65.5
LAWLESS MIDDLE												
	1989	.	.	.	.	.	.	25	26	.	13.1	47.8
	1990	.	.	.	.	.	.	25	24	.	16.0	49.4
	1991	.	.	.	.	.	.	.	24	.	11.9	50.8
	1992	.	.	.	.	.	.	.	20	.	11.1	61.3
LIVE OAK												
	1989	.	.	.	.	.	24	28	31	.	14.8	45.0
	1990	.	.	.	.	.	18	7	15	.	8.5	61.8
	1991	.	.	.	.	.	18	.	19	.	9.7	63.2
	1992	.	.	.	.	.	27	.	17	.	11.8	55.4
LIVINGSTON												
	1989	.	.	.	.	.	41	48	43	.	42.8	20.0
	1990	.	.	.	.	.	39	40	42	.	35.1	25.7
	1991	.	.	.	.	.	34	.	42	.	34.2	27.9
	1992	.	.	.	.	.	38	.	36	.	32.7	27.5
MCMAIN MIDDLE MAGNET												
	1989	.	.	.	.	.	.	84	80	.	88.1	1.2

		GRADES									PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	YEAR	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH		
	1990	.	.	.	.	.	.	87	81	.	92.1	1.9
	1991	.	.	.	.	.	.	.	85	.	98.0	0.0
	1992	.	.	.	.	.	.	.	87	.	93.5	0.0
PETERS												
	1989	.	.	.	.	.	31	25	28	.	19.3	41.1
	1990	.	.	.	.	.	25	28	28	.	17.9	44.3
	1991	.	.	.	.	.	26	.	36	.	15.9	38.0
	1992	.	.	.	.	.	27	.	27	.	17.3	46.9
WOODSON												
	1989	.	.	.	.	.	20	27	26	.	14.4	51.0
	1990	.	.	.	.	.	19	18	27	.	8.5	57.5
	1991	.	.	.	.	29	22	.	26	.	12.0	52.4
	1992	.	.	.	.	.	24	.	17	.	12.0	56.9
WRIGHT												
	1989	.	.	.	.	.	31	30	34	.	25.5	35.1
	1990	.	.	.	.	.	27	43	42	.	36.1	28.5
	1991	.	.	.	.	.	39	.	43	.	30.0	20.9
	1992	.	.	.	.	.	40	.	28	.	25.3	40.9
SENIOR HIGH SCHOOLS												
ABRAMSON												
	1989	.	.	.	.	.	.	.	.	29	37.7	29.4
	1990	.	.	.	.	.	.	.	.	29	21.2	40.9
	1991	.	.	.	.	.	.	.	.	30	20.7	39.8
	1992	.	.	.	.	.	.	.	.	29	21.0	41.4
B.T. WASHINGTON												
	1989	.	.	.	.	.	.	.	.	19	7.2	64.4
	1990	.	.	.	.	.	.	.	.	21	8.3	54.5
	1991	.	.	.	.	.	.	.	.	21	6.5	61.9
	1992	.	.	.	.	.	.	.	4	21	4.6	68.6
BEN FRANKLIN SENIOR												
	1989	.	.	.	.	.	.	.	.	93	100.0	0.0
	1990	.	.	.	.	.	.	.	.	94	100.0	0.0
	1991	.	.	.	.	.	.	.	.	93	99.1	0.0
	1992	.	.	.	.	.	.	.	.	93	98.6	0.0
CARVER SENIOR												
	1989	.	.	.	.	.	.	.	.	34	13.5	48.6
	1990	.	.	.	.	.	.	.	.	24	9.7	52.8

	YEAR	GRADES 1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	1991	.	.	.	.	.	.	.	.	22	11.5	56.1
	1992	.	.	.	.	.	.	.	16	21	10.2	63.7
LARK												
	1989	.	.	.	.	.	.	.	.	48	18.2	43.1
	1990	.	.	.	.	.	.	.	.	51	50.0	8.3
	1991	.	.	.	.	.	.	.	.	50	50.0	15.0
	1992	.	.	.	.	.	.	.	.	54	51.4	25.7
OHEN												
	1989	.	.	.	.	.	.	.	.	21	12.6	55.9
	1990	.	.	.	.	.	.	.	.	25	15.4	46.8
	1991	.	.	.	.	.	.	.	.	30	15.9	40.1
	1992	.	.	.	.	.	.	.	.	27	14.5	47.2
ASTON												
	1989	.	.	.	.	.	.	.	.	39	39.0	21.9
	1990	.	.	.	.	.	.	.	.	36	23.6	27.7
	1991	.	.	.	.	.	.	.	.	43	36.4	16.2
	1992	.	.	.	.	.	.	.	.	43	37.1	19.6
ORTIER												
	1989	.	.	.	.	.	.	.	.	24	12.8	50.3
	1990	.	.	.	.	.	.	.	.	24	8.7	50.9
	1991	.	.	.	.	.	.	.	.	21	7.9	55.8
	1992	.	.	.	.	.	.	.	.	23	12.3	52.1
ENNEDY												
	1989	.	.	.	.	.	.	.	.	46	29.7	30.4
	1990	.	.	.	.	.	.	.	.	41	34.2	28.8
	1991	.	.	.	.	.	.	.	.	31	17.9	29.9
	1992	.	.	.	.	.	.	.	.	32	25.9	35.6
ANDRY SENIOR												
	1989	.	.	.	.	.	.	.	.	21	12.0	51.5
	1990	.	.	.	.	.	.	.	.	22	9.8	58.2
	1991	.	.	.	.	.	.	.	.	21	13.6	54.4
	1992	.	.	.	.	.	.	.	.	25	11.5	48.9
AWLESS SENIOR												
	1989	.	.	.	.	.	.	.	.	29	26.4	41.8
	1990	.	.	.	.	.	.	.	.	26	12.6	48.4
	1991	.	.	.	.	.	.	.	.	26	16.0	46.2
	1992	.	.	.	.	.	.	.	.	28	16.9	45.9

		GRADES									PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	YEAR	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH		
MCDONOGH NO. 35												
	1989	.	.	.	.	.	.	.	.	51	62.1	5.4
	1990	.	.	.	.	.	.	.	.	56	63.7	4.2
	1991	.	.	.	.	.	.	.	.	58	70.0	2.9
	1992	.	.	.	.	.	.	.	.	65	74.6	3.2
MCDONOGH SENIOR												
	1989	.	.	.	.	.	.	.	.	55	21.6	45.9
	1990	.	.	.	.	.	.	.	.	38	30.6	24.5
	1991	.	.	.	.	.	.	.	.	27	27.1	48.6
	1992	.	.	.	.	.	.	.	.	39	29.6	40.7
MCMAIN SENIOR MAGNET												
	1989	.	.	.	.	.	.	.	.	71	83.7	1.4
	1990	.	.	.	.	.	.	.	.	71	86.4	0.4
	1991	.	.	.	.	.	.	.	.	75	87.9	0.5
	1992	.	.	.	.	.	.	.	.	76	95.0	0.6
NICHOLLS												
	1989	.	.	.	.	.	.	.	.	20	11.7	54.8
	1990	.	.	.	.	.	.	.	.	22	11.0	55.5
	1991	.	.	.	.	.	.	.	.	21	11.3	58.9
	1992	.	.	.	.	.	.	.	.	21	8.7	57.1
RABOUIN												
	1989	.	.	.	.	.	.	.	.	29	19.1	42.8
	1990	.	.	.	.	.	.	.	.	34	20.6	29.7
	1991	.	.	.	.	.	.	.	.	30	13.9	31.9
	1992	.	.	.	.	.	.	.	.	30	21.8	36.1
S.T. REED												
	1989	.	.	.	.	.	.	.	.	29	23.0	39.8
	1990	.	.	.	.	.	.	.	.	29	17.0	44.3
	1991	.	.	.	.	.	.	.	.	26	18.2	47.8
	1992	.	.	.	.	.	.	.	.	22	12.9	53.4
WALKER												
	1989	.	.	.	.	.	.	.	.	34	44.2	24.5
	1990	.	.	.	.	.	.	.	.	32	25.8	37.9
	1991	.	.	.	.	.	.	.	.	28	18.8	45.1
	1992	.	.	.	.	.	.	.	.	28	16.7	43.7
SPECIAL SCHOOLS												
FREDERICK ELEM (ESC)												
	1989	.	.	.	.	.	8	6	15	.	5.8	79.7

	YEAR	GRADES 1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH	9TH	PERCENT OF ALL STUDENTS AT OR ABOVE 50TH PERCENTILE	PERCENT OF ALL STUDENTS BELOW 25TH PERCENTILE
	1990	.	.	.	.	.	7	16	16	.	10.0	70.0
	1991	.	.	.	.	.	.	.	9	.	0.0	0.0
PRIESTLEY (ESC)												
	1989	.	.	.	.	.	.	.	.	12	0.0	84.6
	1990	.	.	.	.	.	.	.	.	16	7.7	76.9
	1992	.	.	.	.	.	10	.	10	25	3.6	60.7

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DEPT. OF EDUCATIONAL ACCOUNTABILITY

APPENDIX C

PERCENTAGE DISTRIBUTION OF HIGH AND LOW RISK STUDENTS BY SCHOOL

1991-92 DISTRIBUTION OF RISK STUDENTS
BY SCHOOL

SCHOOL	NUMBER TESTED	NUMBER IN RISK GROUPS	% HIGH RISK	% LOW RISK
ABRAMS	522	413	50	50
ALLEN	594	427	21	79
BAUDUIT	274	214	67	33
BENJAMIN	235	175	67	33
BIENVILLE	290	199	21	79
BORE	820	604	29	71
BRADLEY	576	407	44	56
CHESTER	400	348	81	19
CLAIBORNE	508	337	22	78
COGHILL	375	229	28	72
COUVENT	371	264	62	38
CRAIG	522	418	70	30
CROCKER	730	551	70	30
CROSSMAN	508	310	58	42
DANNEEL	240	171	68	32
DAVIS	471	347	42	58
DIBERT	397	263	21	79
DUNBAR	333	245	59	41
EDISON	968	726	70	30
EDWARDS	794	604	63	37
FISCHER	396	281	59	41
FISK-HOWARD	596	401	62	38
FRANTZ	442	346	53	47

SCHOOL	NUMBER TESTED	NUMBER IN RISK GROUPS	% HIGH RISK	% LOW RISK
GAYARRE	765	507	64	36
GENTILLY TERRACE	575	401	25	75
GORDON	588	419	10	90
GUSTE	587	481	83	17
HABANS	534	333	18	82
HARDIN	654	507	71	29
HARTE	842	579	11	89
HENDERSON	389	291	97	3
HOFFMAN	261	193	41	59
EISENHOWER	682	403	23	77
GAUDET	967	717	34	66
HYNES	825	569	13	87
JACKSON	292	246	60	40
JOHNSON	277	179	72	28
JONES	1193	928	48	52
LAFAYETTE	721	495	66	34
LAFON	724	575	70	30
LAKE FOREST MONTESSORI	277	207	14	86
LAUREL	822	684	72	28
LAWLESS ELEM	424	312	70	30
LEE	315	228	48	52
LEWIS	295	219	55	45
LITTLE WOODS	967	659	36	64
LOCKETT	676	543	93	7

SCHOOL	NUMBER TESTED	NUMBER IN RISK GROUPS	% HIGH RISK	% LOW RISK
LUSHER	634	428	14	86
BEN FRANKLIN ELEM.	249	153	1	99
MCDONOGH NO. 7	304	227	55	45
MCDONOGH NO. 15	372	242	30	70
MCDONOGH NO. 19	583	413	69	31
MCDONOGH NO. 24	205	135	73	27
MCDONOGH NO. 31	365	273	63	37
MCDONOGH NO. 32	673	466	52	48
MCDONOGH NO. 36	460	374	56	44
MCDONOGH NO. 38	332	241	93	7
MCDONOGH NO. 39	668	445	24	76
MCDONOGH NO. 40	328	270	59	41
MCDONOGH NO. 42	596	421	56	44
MEYER	694	481	51	49
MOTON	626	495	93	7
NELSON	644	530	81	19
OSBORNE	729	472	17	83
PALMER	548	408	57	43
PHILLIPS ELEMENTARY	515	423	61	39
ROGERS	372	258	63	37
ROSENWALD	591	387	46	54
SCHAUMBURG	736	512	31	69
SHAW	493	358	54	46
SHERWOOD FOREST	796	529	39	61

SCHOOL	NUMBER TESTED	NUMBER IN RISK GROUPS	% HIGH RISK	% LOW RISK
G. WASHINGTON	825	592	58	42
WHEATLEY	567	470	84	16
WHITE	407	273	48	52
WICKER	663	574	71	29
WILLIAMS	402	351	62	38
WILSON	534	390	62	38
AUDUBON MONTESSORI	408	323	16	84
BEHRMAN	843	552	56	44
GREEN MIDDLE	153	47	51	49
LIVE OAK MIDDLE	168	57	74	26
LIVINGSTON MIDDLE	303	105	42	58
PETERS MIDDLE	251	58	72	28
WRIGHT MIDDLE	70	29	55	45
WILLIAMS MIDDLE	270	74	30	70
N.O. FREE SCHOOL	182	114	34	66
PHILLIPS JUNIOR	58	17	41	59
WOODSON MIDDLE	225	73	81	19
PRIESTLEY (ESC)	9	.	.	.

APPENDIX D

ACHIEVEMENT PROFILE OF SCHOOLS BY RISK CATEGORIES:
TOTAL READING

ACHIEVEMENT PROFILE OF SCHOOLS BY RISK CATEGORIES:
TOTAL READING

SCHOOL	NUMBER IN RISK CATEGORIES	HIGH RISK				LOW RISK			
		PERCENT IN HIGH RISK GROUP	PERCENT BELOW 25TH PERCENTILE	PERCENT AT OR ABOVE 50TH PERCENTILE	MEAN NUMBER OF DAYS ABSENT	PERCENT IN LOW RISK GROUP	PERCENT BELOW 25TH PERCENTILE	PERCENT AT OR ABOVE 50TH PERCENTILE	MEAN NUMBER OF DAYS ABSENT
ABRAMS	413	50	57	15	17	50	38	37	12
ALLEN	427	21	38	19	13	79	13	63	15
AUDUBON MONTESSORI	323	16	24	47	8	84	17	60	8
BAUDUIT	214	67	67	10	11	33	24	41	11
BEHRMAN	552	56	61	10	14	44	51	25	14
BEN FRANKLIN ELEM.	153	1	0	100	7	99	4	81	5
BENJAMIN	175	67	56	16	12	33	25	51	10
BIENVILLE	199	21	61	10	7	79	24	48	9
BORE	604	29	64	9	8	71	28	38	6
BRADLEY	407	44	42	24	10	56	11	66	10
CHESTER	348	81	43	24	9	19	29	47	8
CLAIBORNE	337	22	44	17	10	78	11	65	5
COGHILL	229	28	43	14	9	72	20	49	8
COUVENT	264	62	48	26	12	38	9	64	12
CRAIG	418	70	38	27	11	30	22	54	11
CROCKER	551	70	42	27	10	30	12	56	9
CROSSMAN	310	58	50	20	13	42	27	37	12
DANNEEL	171	68	70	8	11	32	35	46	9
DAVIS	347	42	40	25	9	58	11	69	9
DIBERT	263	21	43	11	9	79	12	67	7

ACHIEVEMENT PROFILE OF SCHOOLS BY RISK CATEGORIES:
TOTAL READING

SCHOOL	NUMBER IN RISK CATEGORIES	HIGH RISK				LOW RISK			
		PERCENT IN HIGH RISK GROUP	PERCENT BELOW 25TH PERCENTILE	PERCENT AT OR ABOVE 50TH PERCENTILE	MEAN NUMBER OF DAYS ABSENT	PERCENT IN LOW RISK GROUP	PERCENT BELOW 25TH PERCENTILE	PERCENT AT OR ABOVE 50TH PERCENTILE	MEAN NUMBER OF DAYS ABSENT
DUNBAR	245	59	37	27	11	41	12	65	9
EDISON	726	70	45	21	9	30	16	59	8
EDWARDS	604	63	74	9	19	37	56	19	14
EISENHOWER	403	23	47	15	8	77	13	61	6
FISCHER	281	59	63	12	28	41	42	32	13
FISK-HOWARD	401	62	45	27	11	38	22	53	10
FRANTZ	346	53	69	7	11	47	12	64	10
G. WASHINGTON	592	58	58	14	11	42	23	46	9
GAUDET	717	34	60	14	12	66	27	41	8
GAYARRE	507	64	60	16	12	36	21	43	10
GORDON	419	10	20	53	7	90	3	81	6
GREEN MIDDLE	47	51	65	9	14	49	22	35	12
GUSTE	481	83	52	20	11	17	42	29	12
HABANS	333	18	48	18	9	82	11	63	7
HARDIN	507	71	48	20	10	29	18	53	10
HARTE	579	11	15	59	7	89	1	92	5
HENDERSON	291	97	28	38	12	3	25	38	12
HOFFMAN	193	41	40	22	12	59	9	66	12
HYNES	569	13	29	35	6	87	5	85	7
JACKSON	246	60	25	29	10	40	13	72	10

ACHIEVEMENT PROFILE OF SCHOOLS BY RISK CATEGORIES:
TOTAL READING

SCHOOL	NUMBER IN RISK CATEGORIES	HIGH RISK				LOW RISK			
		PERCENT IN HIGH RISK GROUP	PERCENT BELOW 25TH PERCENTILE	PERCENT AT OR ABOVE 50TH PERCENTILE	MEAN NUMBER OF DAYS ABSENT	PERCENT IN LOW RISK GROUP	PERCENT BELOW 25TH PERCENTILE	PERCENT AT OR ABOVE 50TH PERCENTILE	MEAN NUMBER OF DAYS ABSENT
JOHNSON	179	72	52	23	17	28	28	50	21
JONES	928	48	44	22	14	52	21	54	11
LAFAYETTE	495	66	50	19	10	34	24	55	9
LAFON	575	70	73	8	18	30	34	32	16
LAKE FOREST MONTESSORI	207	14	21	24	6	86	8	63	6
LAUREL	684	72	62	15	22	28	27	47	19
LAWLESS ELEM.	312	70	59	11	9	30	32	38	8
LEE	228	48	53	15	9	52	18	58	9
LEWIS	219	55	45	21	10	45	16	51	9
LITTLE WOODS	659	36	57	20	10	64	21	52	8
LIVE OAK MIDDLE	57	74	59	7	18	26	33	13	14
LIVINGSTON MIDDLE	105	42	59	16	12	58	15	39	10
LOCKETT	543	93	48	25	*14	7	38	43	*16
LUSHER	428	14	17	45	10	86	9	77	6
MCDONOGH NO. 15	242	30	60	11	11	70	20	53	9
MCDONOGH NO. 19	413	69	52	18	11	31	26	38	9
MCDONOGH NO. 24	136	74	56	13	13	26	25	42	13
MCDONOGH NO. 31	273	63	57	18	12	37	15	61	10
MCDONOGH NO. 32	466	52	59	16	14	48	24	47	9
MCDONOGH NO. 36	374	56	57	15	12	44	21	61	9

*Based on 220 days.

ACHIEVEMENT PROFILE OF SCHOOLS BY RISK CATEGORIES:
TOTAL READING

SCHOOL	NUMBER IN RISK CATEGORIES	HIGH RISK				LOW RISK			
		PERCENT IN HIGH RISK GROUP	PERCENT BELOW 25TH PERCENTILE	PERCENT AT OR ABOVE 50TH PERCENTILE	MEAN NUMBER OF DAYS ABSENT	PERCENT IN LOW RISK GROUP	PERCENT BELOW 25TH PERCENTILE	PERCENT AT OR ABOVE 50TH PERCENTILE	MEAN NUMBER OF DAYS ABSENT
MCDONOGH NO. 38	241	93	37	36	16	7	38	50	14
MCDONOGH NO. 39	445	24	40	15	9	76	9	62	6
MCDONOGH NO. 40	270	59	43	25	10	41	12	63	10
MCDONOGH NO. 42	421	56	51	20	10	44	15	62	9
MCDONOGH NO. 7	227	55	54	15	11	45	15	51	11
MEYER	481	51	42	27	10	49	21	55	9
MOTON	495	93	42	30	0	7	20	37	0
N.O. FREE SCHOOL	114	34	62	13	10	66	36	43	13
NELSON	530	81	43	29	12	19	21	54	9
OSBORNE	472	17	73	9	10	83	19	55	7
PALMER	408	57	58	12	13	43	14	53	9
PETERS MIDDLE	58	72	76	0	13	28	19	19	13
PHILLIPS ELEM.	423	61	43	27	13	39	21	55	11
PHILLIPS JUNIOR	17	41	43	29	26	59	0	80	15
ROGERS	258	63	49	18	13	37	16	58	9
ROSENWALD	387	46	54	15	13	54	30	42	8
SCHAUMBURG	512	31	53	19	11	69	14	54	9
SHAW	358	54	52	15	19	46	21	50	11
SHERWOOD FOREST	529	39	41	32	10	61	24	49	9
WHEATLEY	470	84	46	26	11	16	15	53	8

ACHIEVEMENT PROFILE OF SCHOOLS BY RISK CATEGORIES:
TOTAL READING

SCHOOL	NUMBER IN RISK CATEGORIES	HIGH RISK				LOW RISK			
		PERCENT IN HIGH RISK GROUP	PERCENT BELOW 25TH PERCENTILE	PERCENT AT OR ABOVE 50TH PERCENTILE	MEAN NUMBER OF DAYS ABSENT	PERCENT IN LOW RISK GROUP	PERCENT BELOW 25TH PERCENTILE	PERCENT AT OR ABOVE 50TH PERCENTILE	MEAN NUMBER OF DAYS ABSENT
WHITE	273	48	70	5	12	52	27	43	9
WICKER	574	71	44	26	12	29	17	41	9
WILLIAMS	351	62	48	19	11	38	23	43	9
WILLIAMS MIDDLE	74	30	52	24	8	70	48	21	8
WILSON	390	62	44	21	10	38	20	53	7
WOODSON MIDDLE	73	81	59	10	15	19	21	43	21
WRIGHT MIDDLE	29	55	63	0	16	45	15	38	10

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APPENDIX E

ACHIEVEMENT PROFILE OF SCHOOLS BY RISK CATEGORIES:
TOTAL MATHEMATICS

ACHIEVEMENT PROFILE OF SCHOOLS BY RISK CATEGORIES:
TOTAL MATHEMATICS

SCHOOL	NUMBER IN RISK CATEGORIES	HIGH RISK				LOW RISK			
		PRECENT	PERCENT BELOW 25TH	PERCENT AT OR ABOVE 50TH	MEAN DAYS ABSENT	PERCENT	PERCENT BELOW 25TH	PERCENT AT OR ABOVE 59TH	MEAN DAYS ABSENT
ABRAMS	413	50	51	23	17	50	24	51	12
ALLEN	427	21	27	38	13	79	9	68	15
BAUDUIT	214	67	57	22	11	33	27	32	11
BENJAMIN	175	67	41	34	12	33	27	60	10
BIENVILLE	199	21	38	31	7	79	25	51	9
BORE	604	29	48	31	8	71	21	54	6
BRADLEY	407	44	31	31	10	56	12	69	10
CHESTER	348	81	50	25	9	19	31	45	8
CLAIBORNE	337	22	33	29	10	78	13	64	5
COGHILL	229	28	56	17	9	72	32	44	8
COUVENT	264	62	55	27	12	38	13	59	12
CRAIG	418	70	42	32	11	30	18	57	11
CROCKER	551	70	47	28	10	30	18	57	9
CROSSMAN	310	58	50	19	13	42	20	57	12
DANNEEL	171	68	72	10	11	32	40	40	9
DAVIS	347	42	40	31	9	58	10	62	9
DIBERT	263	21	35	33	9	79	12	70	7
DUNBAR	245	59	49	23	11	41	12	57	9
EDISON	726	70	43	27	9	30	14	59	8
EDWARDS	604	63	66	14	19	37	36	31	14
FISCHER	281	59	46	23	28	41	35	44	13

ACHIEVEMENT PROFILE OF SCHOOLS BY RISK CATEGORIES:
TOTAL MATHEMATICS

SCHOOL	NUMBER IN RISK CATEGORIES	HIGH RISK				LOW RISK			
		PRECENT	PERCENT BELOW 25TH	PERCENT AT OR ABOVE 50TH	MEAN DAYS ABSENT	PERCENT	PERCENT BELOW 25TH	PERCENT AT OR ABOVE 59TH	MEAN DAYS ABSENT
FISK-HOWARD	401	62	34	39	11	38	24	64	10
FRANTZ	346	53	52	17	11	47	10	57	10
GAYARRE	507	64	53	18	12	36	15	46	10
GENTILLY TERRACE	401	25	41	29	7	75	12	66	6
GORDON	419	10	19	44	7	90	5	85	6
GUSTE	481	83	45	32	11	17	23	50	12
HABANS	333	18	35	23	9	82	8	68	7
HARDIN	507	71	51	22	10	29	12	63	10
HARTE	579	11	12	70	7	89	1	92	5
HENDERSON	291	97	25	47	12	3	40	60	12
HOFFMAN	193	41	57	30	12	59	16	57	12
EISENHOWER	403	23	36	42	8	77	9	79	6
GAUDET	717	34	56	20	12	66	25	43	8
HYNES	569	13	31	44	6	87	4	84	7
JACKSON	246	60	29	50	10	40	23	61	10
JOHNSON	179	72	50	21	17	28	39	43	21
JONES	928	48	39	26	14	52	15	61	11
LAFAYETTE	495	66	48	22	10	34	10	65	9
LAFON	575	70	68	13	18	30	26	40	16

ACHIEVEMENT PROFILE OF SCHOOLS BY RISK CATEGORIES:
TOTAL MATHEMATICS

SCHOOL	NUMBER IN RISK CATEGORIES	HIGH RISK				LOW RISK			
		PRECENT	PERCENT BELOW 25TH	PERCENT AT OR ABOVE 50TH	MEAN DAYS ABSENT	PERCENT	PERCENT BELOW 25TH	PERCENT AT OR ABOVE 59TH	MEAN DAYS ABSENT
LAKE FOREST MONTESSORI	207	14	25	63	6	86	7	70	6
LAUREL	684	72	60	16	22	28	29	47	19
LAWLESS ELEM.	312	70	50	16	9	30	23	34	8
LEE	228	48	49	23	9	52	22	55	9
LEWIS	219	55	40	33	10	45	14	54	9
LITTLE WOODS	659	36	53	25	10	64	20	57	8
LOCKETT	543	93	50	25	*14	7	39	32	*16
LUSHER	428	14	16	58	10	86	5	85	6
BEN FRANKLIN ELEM.	153	1	0	100	7	99	1	90	5
MCDONOGH NO. 7	227	55	55	22	11	45	14	54	11
MCDONOGH NO. 15	242	30	53	30	11	70	23	58	9
MCDONOGH NO. 19	413	69	58	16	11	31	29	39	9
MCDONOGH NO. 24	136	74	54	18	13	26	22	38	13
MCDONOGH NO. 31	273	63	54	20	12	37	17	57	10
MCDONOGH NO. 32	466	52	51	21	14	48	24	53	9
MCDONOGH NO. 36	374	56	55	23	12	44	32	50	9
MCDONOGH NO. 38	241	93	36	35	16	7	27	55	14
MCDONOGH NO. 39	445	24	46	18	9	76	15	62	6
MCDONOGH NO. 40	270	59	33	33	10	41	19	51	10

*Based on 220 days.

ACHIEVEMENT PROFILE OF SCHOOLS BY RISK CATEGORIES:
TOTAL MATHEMATICS

SCHOOL	NUMBER IN RISK CATEGORIES	HIGH RISK				LOW RISK			
		PRECENT	PERCENT BELOW 25TH	PERCENT AT OR ABOVE 50TH	MEAN DAYS ABSENT	PERCENT	PERCENT BELOW 25TH	PERCENT AT OR ABOVE 59TH	MEAN DAYS ABSENT
MCDONOGH NO. 42	421	56	38	32	10	44	13	68	9
MEYER	481	51	36	38	10	49	15	68	9
MOTON	495	93	54	21	0	7	77	8	0
NELSON	530	81	50	33	12	19	20	56	9
OSBORNE	472	17	57	22	10	83	18	56	7
PALMER	408	57	45	28	13	43	21	55	9
PHILLIPS ELEM.	423	61	51	21	13	39	26	49	11
ROGERS	258	63	30	31	13	37	10	78	9
ROSENWALD	387	46	57	22	13	54	19	53	8
SCHAUMBURG	512	31	49	21	11	69	17	58	9
SHAW	358	54	37	28	19	46	19	58	11
SHERWOOD FOREST	529	39	26	50	10	61	7	74	9
G. WASHINGTON	592	58	49	21	11	42	22	54	9
WHEATLEY	470	84	40	33	11	16	18	57	8
WHITE	273	48	69	11	12	52	42	33	9
WICKER	574	71	46	27	12	29	17	52	9
WILLIAMS	351	62	53	20	11	38	20	54	9
WILSON	390	62	44	29	10	38	19	55	7
AUDUBON MONTESSORI	323	16	31	52	8	84	16	68	8

ACHIEVEMENT PROFILE OF SCHOOLS BY RISK CATEGORIES:
TOTAL MATHEMATICS

SCHOOL	NUMBER IN RISK CATEGORIES	HIGH RISK				LOW RISK			
		PRECENT	PERCENT BELOW 25TH	PERCENT AT OR ABOVE 50TH	MEAN DAYS ABSENT	PERCENT	PERCENT BELOW 25TH	PERCENT AT OR ABOVE 59TH	MEAN DAYS ABSENT
BEHRMAN	552	56	53	23	14	44	31	49	14
GREEN MIDDLE	47	51	42	13	14	49	22	26	12
LIVE OAK MIDDLE	57	74	37	17	18	26	7	27	14
LIVINGSTON MIDDLE	105	42	24	29	12	58	8	61	10
PETERS MIDDLE	58	72	40	24	13	28	20	67	13
WRIGHT MIDDLE	29	55	27	27	16	45	8	69	10
WILLIAMS MIDDLE	74	30	27	36	8	70	21	31	8
N.O. FREE SCHOOL	114	34	32	38	10	66	29	46	13
PHILLIPS JUNIOR	17	41	71	0	26	59	20	30	15
WOODSON MIDDLE	73	81	44	15	15	19	0	57	21

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APPENDIX F

PERCENT OF STUDENTS MASTERING CAT OBJECTIVES

IN THE READING CONTENT AREA

TABLE F-0

PERCENT OF KINDERGARTEN STUDENTS MASTERING CAT OBJECTIVES
IN THE READING CONTENT AREA

TESTED SUBJECT	CATEGORY OBJECTIVES	NORM GROUP	LOW RISK GROUP	HIGH RISK GROUP
Vocabulary	Categories/Pictures	69	77	68
	Definitions/Pictures	91	89	78
	Words in Context/Pictures	91	87	77
Comprehension	Sentence Meaning/Oral	96	96	93
	Passage Details/Oral	52	65	55
	Passage Analysis/Oral	61	67	57

TABLE F-1

PERCENT OF FIRST GRADE STUDENTS MASTERING CAT OBJECTIVES
IN THE READING CONTENT AREA

TESTED SUBJECT	CATEGORY OBJECTIVES	NORM GROUP	LOW RISK GROUP	HIGH RISK GROUP
Vocabulary	Categories/Words	75	71	44
	Definitions/Words	64	73	42
	Synonyms	32	45	22
	Words In Context	86	89	65
Comprehension	Sentence Meaning	90	91	70
	Passage Details	34	47	24
	Stated Main Idea	37	55	32
	Character Analysis	35	52	31
	Interpreting Events	36	48	26

TABLE F-2

PERCENT OF SECOND GRADE STUDENTS MASTERING CAT OBJECTIVES
IN THE READING CONTENT AREA

TESTED SUBJECT	CATEGORY OBJECTIVES	NORM GROUP	LOW RISK GROUP	HIGH RISK GROUP
Vocabulary	Synonyms	49	54	22
	Antonyms	39	52	24
	Words in Context	58	73	43
Comprehension	Passage Details	61	68	31
	Character Analysis	70	70	34
	Central Thought	60	58	27
	Interpreting Events	64	59	26

TABLE F-3

PERCENT OF THIRD GRADE STUDENTS MASTERING CAT OBJECTIVES
IN THE READING CONTENT AREA

TESTED SUBJECT	CATEGORY OBJECTIVES	NORM GROUP	LOW RISK GROUP	HIGH RISK GROUP
Vocabulary	Synonyms	61	74	36
	Antonyms	68	80	44
	Homonyms	34	52	28
	Words in Context	86	90	64
Comprehension	Passage Details	71	81	46
	Character Analysis	56	65	35
	Central Thought	61	69	32
	Interpreting Events	62	73	36
	Forms of Writing	78	93	66

TABLE F-4

PERCENT OF FOURTH GRADE STUDENTS MASTERING CAT OBJECTIVES
IN THE READING CONTENT AREA

TESTED SUBJECT	CATEGORY OBJECTIVES	NORM GROUP	LOW RISK GROUP	HIGH RISK GROUP
Vocabulary	Synonyms	68	73	31
	Antonyms	54	56	19
	Homonyms	48	47	17
	Affixes	53	55	19
	Words in Context	44	44	12
Comprehension	Passage Details	63	73	30
	Character Analysis	52	58	17
	Central Thought	42	43	11
	Interpreting Events	45	46	12
	Forms of Writing	54	63	20
	Writing Techniques	35	35	12

TABLE F-5

PERCENT OF FIFTH GRADE STUDENTS MASTERING CAT OBJECTIVES
IN THE READING CONTENT AREA

TESTED SUBJECT	CATEGORY OBJECTIVES	NORM GROUP	LOW RISK GROUP	HIGH RISK GROUP
Vocabulary	Synonyms	63	77	40
	Antonyms	56	60	25
	Homonyms	57	60	26
	Affixes	39	48	23
	Words in Context	62	50	15
Comprehension	Passage Details	69	79	44
	Character Analysis	67	69	38
	Central Thought	57	62	27
	Interpreting Events	56	61	23
	Forms of Writing	51	62	22
	Writing Techniques	48	42	12

TABLE F-6

PERCENT OF SIXTH GRADE STUDENTS MASTERING CAT OBJECTIVES
IN THE READING CONTENT AREA

TESTED SUBJECT	CATEGORY OBJECTIVES	NORM GROUP	LOW RISK GROUP	HIGH RISK GROUP
Vocabulary	Synonyms	53	55	16
	Antonyms	26	27	7
	Homonyms	45	43	12
	Affixes	48	50	14
	Words in Context	53	54	13
Comprehension	Passage Details	42	47	12
	Character Analysis	55	55	14
	Central Thought	23	36	7
	Interpreting Events	43	54	14
	Forms of Writing	52	63	19
	Writing Techniques	37	36	8